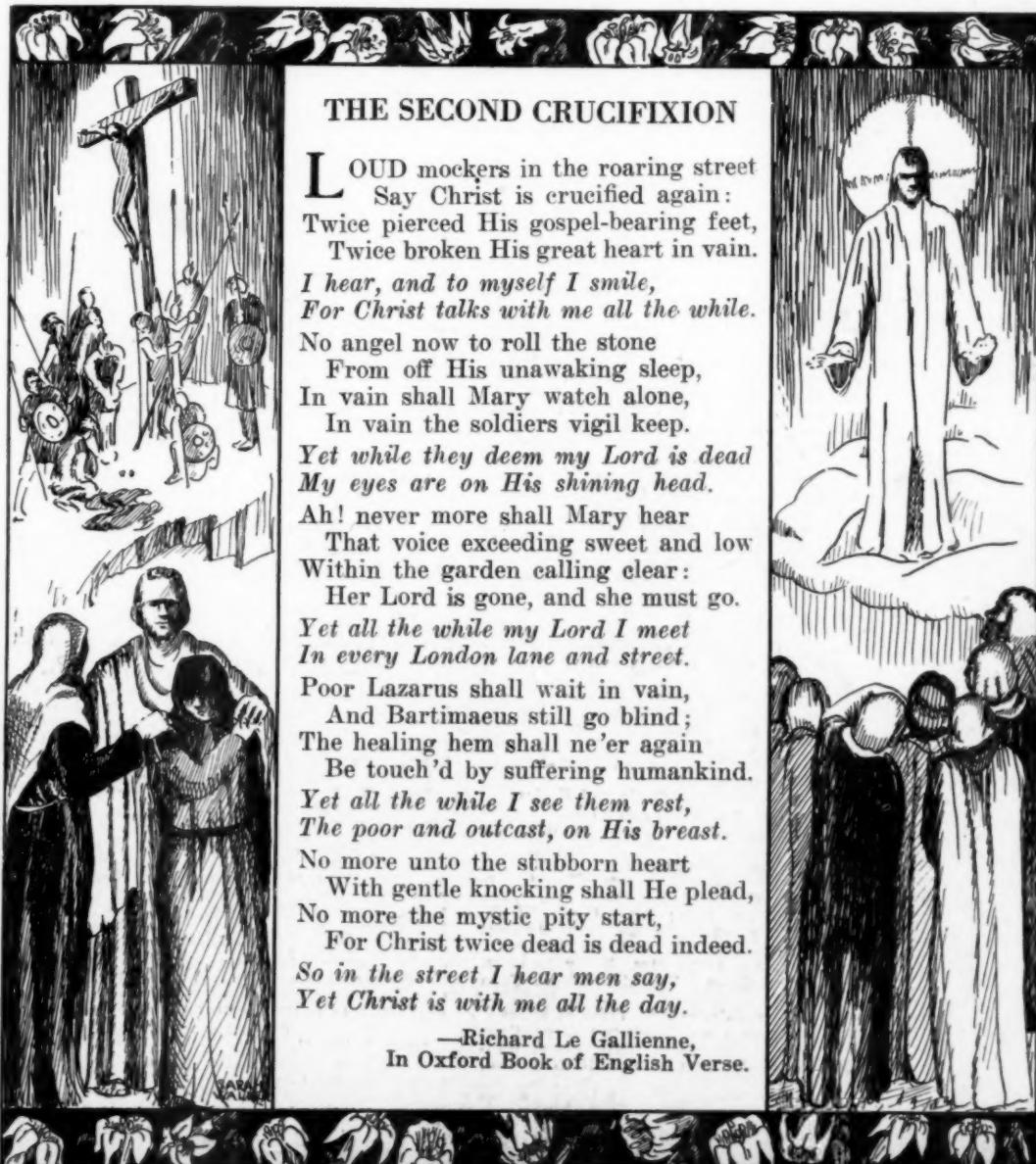


SCHOOL AND COMMUNITY

Vol. XXIV

APRIL, 1938.

No. 4



THE SECOND CRUCIFIXION

LOUD mockers in the roaring street
Say Christ is crucified again:
Twice pierced His gospel-bearing feet,
Twice broken His great heart in vain.
*I hear, and to myself I smile,
For Christ talks with me all the while.*
No angel now to roll the stone
From off His unawaking sleep,
In vain shall Mary watch alone,
In vain the soldiers vigil keep.
*Yet while they deem my Lord is dead
My eyes are on His shining head.*
Ah! never more shall Mary hear
That voice exceeding sweet and low
Within the garden calling clear:
Her Lord is gone, and she must go.
*Yet all the while my Lord I meet
In every London lane and street.*
Poor Lazarus shall wait in vain,
And Bartimaeus still go blind;
The healing hem shall ne'er again
Be touch'd by suffering humankind.
*Yet all the while I see them rest,
The poor and outcast, on His breast.*
No more unto the stubborn heart
With gentle knocking shall He plead,
No more the mystic pity start,
For Christ twice dead is dead indeed.
*So in the street I hear men say,
Yet Christ is with me all the day.*

—Richard Le Gallienne,
In Oxford Book of English Verse.

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor and Manager

Vol. XXIV

APRIL, 1938.

No. 4

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SCHOOL AND COMMUNITY



Vol. XXIV

No. 4



April,

1938

TABLE OF CONTENTS

Editorials	
Our Policy and Plans Committee ..	139
The Case of John Doe, Pedagog ..	140
Making Democracy Work—A School Problem	141
State Revenue in Relation to Public School Support	142
St. Louis Honors Itself in Honoring Superintendent Gerling	144
A House Divided	145
Audio-Visual Education On a Limited Budget	148
Henry Joseph Gerling—A Conservative —A Progressive	151
Personal Grace Factors of Personality ..	153
Summary of the Report of the President's Advisory Committee on Education	155
Let's Have a Fiesta	159
“Must We Fight in Asia?”	162
Art as a Thrill—Not a Frill	166
A Speech and Reading Clinic	167
Kirksville's President to be Inaugurated May 19	168
The Short Simple Annal of a Rich Experience	170
News Notes	171
Book Reviews	172

Index to Advertisers

Affiliated Greyhound Lines	133
Albert Teachers' Agency	176
Allyn and Bacon	Fourth Cover
American Seating Company	134
Canadian Pacific Railway	171
Chillicothe Business College	174
Cosby Placement Bureau	176
Edutravel	173
Ford Motor Car	129
George Peabody College for Teachers	132
Greater University of Tours	172
Houghton Mifflin Company	168
Household Finance Agency	169
Hughes Teachers Agency	176
Humboldt State College	135
Iroquois Publishing Company	173
Kansas City Power and Light	130
Macmillan Company, The	131
Nat'l. Ass'n. Chewing Gum Mfgs.	161
National Association of Teachers Agencies	176
Northern Pacific Railway	135
Powers Tours	135
Rocky Mtn. Teachers Agency	176
Row, Peterson & Company	132
Shuman & Company, Geo. L.	170
Silver Burdett Company	166
Southern Pacific	137
Southwest Baptist College	175
Specialists' Educational Bureau	176
State Teachers Colleges	Third Cover
Swedish Travel Information Bureau	175
University of Colorado	134
University of Denver	176
University of Minnesota	165
University of Missouri	138
University of Southern California	167
University of Wyoming	163
Washington University	174
W. F. E. A. Travel Bureau, Inc.	175
William Jewell College	174
Winston Company, John C.	137

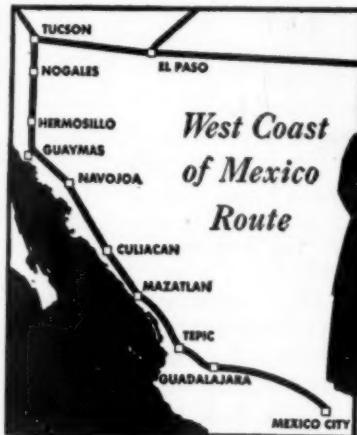
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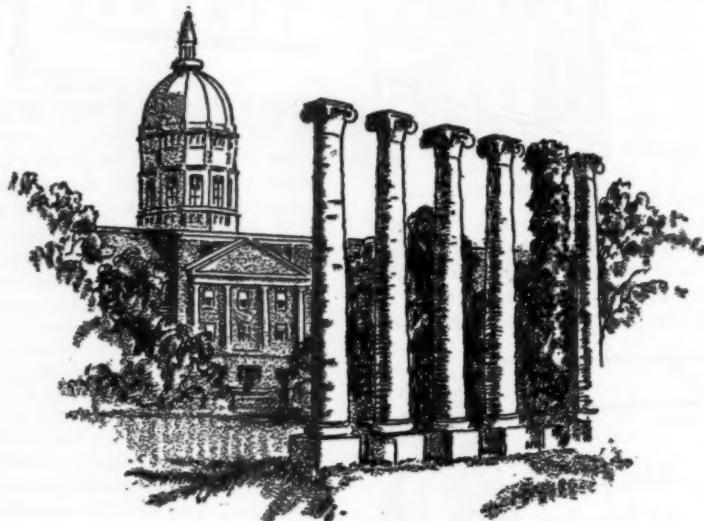
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1938

SUMMER SESSION

June 13 - August 5



CALENDAR

June 13	Monday, registration.
June 14	Tuesday, class work begins, 7 a. m.
July 4	Monday, Independence Day, holiday.
July 5-8	School Administrators' Conference.
July 31	Sunday, baccalaureate address, 11 a. m.
August 5	Friday, class work closes, 4. p. m.
August 5	Friday, commencement exercises, 8. p. m.

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EDITORIALS

OUR POLICY AND PLANS COMMITTEE

SCHOOLS constitute an organic institution of an organic society. Like the society of which they are a part they grow or they decay in proportion as they serve the needs of the people who compose them. The needs of people change and the methods of meeting old needs vary. So changes need to be made in institutions in order that they may continue to meet the changes in people's changing and varying needs. The idea of a Policy and Plans Committee set up in the State Association and in each of the Community Associations grew out of the feeling that policies and goals are more wisely conceived and more certainly arrived at when a long view of the schools is taken and when deliberate consideration is given to the plans for attaining our established goals.

The setting up of the State Policy and Plans Committee and the Community Association Policies and Plans Committees should facilitate an interplay of ideas as to what our policies should be and hence agreement upon them, and also make for harmony of action toward the attainment of our aims.

If and when these committees function there will be steadier, surer and saner progress made in the adjustment of our educational system to meet the needs of our people.

Their functioning will depend largely on whether or not the Community Associations respond to their obligations to study, discuss and pub-

licize the questions which have to do with the growth and development of our schools.

The State Committee has recently sent to Community Association Presidents a communication from which we quote:

To Policy and Plans Committees of Community Teachers Associations:

The Policy and Plans Committee of the Missouri State Teachers Association is trying to stimulate the thinking of our profession on the most pressing problems now facing education in Missouri. We wish, therefore, to call to your attention some of these problems as they have been brought out in suggestions from community associations and from various leaders in the State Association. The judgment of the Policy and Plans Committee is that our profession needs to give immediate careful consideration to the problems we are suggesting. Whatever decision our association may make as to future action in these areas, we hope that it may be made after careful consideration by the entire profession and on the basis of adequate information widely disseminated. If it is practicable would you hold another meeting of your community association this year and discuss one of the first two of these problems? In any case, it is hoped that you will give serious consideration to all of these suggested problems before next November. We hope that these may receive consideration by all groups in time to get reports from them to consolidate into a report at the next meeting of the State Association. After your meeting in which you discuss any of these problems will you please send a report to our committee by use of one of the enclosed report forms?

Suggested Problems

I. Professionalization and growth of teachers in service.

Is it true that the solution of this problem is at the heart of the development of a proper public attitude toward such questions as teachers salaries, teacher tenure, teacher retirement and other welfare problems? What does your association think about it? How can we meet this issue?

II. Continuance of the allocation of one-third of the general state revenue for the support of schools.

Adequate support of schools is vital. Without the one-third of the general revenue adequate support will be extremely difficult, if

not impossible, in many districts of the state. How can our profession help to maintain this support?

III. Teacher retirement.

Our association is on record as favoring teacher retirement. What are the basic arguments in favor of teacher retirement? Follow the work of our retirement committee and be prepared to support the work of this committee.

IV. Improvement of the 1931 School Law.

How can this law be improved in order better to carry out the purposes for which it was enacted? It seems essential in any such suggestions that we consider the total workings of the law rather than to attempt to do piece-meal tinkering with the provisions.

It is very important that the discussions be conducted so that the best thinking of all members of your group may be brought out and that it be integrated into a statement of policy. This statement of policy might well be made by the Policy and Plans Committee of your community association following the meeting.

We shall very much appreciate your cooperation in securing a discussion of these problems in your community association and in giving us a report of the results of such discussion.

Very truly yours,
WADE C. FOWLER,
Coordinator.
M. S. T. A. Building,
Columbia, Missouri.

A form for a report of meetings accompanied this letter. In this issue is a short article by Mr. T. E. Vaughan bearing on one of the above questions. In May this magazine hopes to carry the tentative proposal of our Committee on Teachers Retirement to which we ask your thoughtful attention. We hope that it will be thoughtfully discussed by all people concerned. Other material will appear from time to time bearing on these and other suggested problems.

THE CASE OF JOHN DOE, PEDAGOG

JOHN DOE, a very persistent pedagog, had been dismissed from a neighboring school system because he was rated "a weak sister." Immediately and frequently thereafter, he presented written and personal applications to another school system; but due to information in the hands of that superintendent, he was unable to gain much headway through "the front door." Undaunted, the intrepid John decided to try "the back door,"—an entrance always reserved for cheap peddlers with cheap wares. He operated through an indiscreet teacher in this cherished system who diplomatically engineered a social evening in the home of a board member to which this ambitious pedagog came disguised as a guest. The propriety of his position as a social guest in the home of this unsuspecting school official did not deter the dauntless John from using the occasion to promote his professional ambition and present his individual case coupled with an emotional-appeal slant,—"the aged mother to support" gag; thereby cherishing a longing hope that through this unethical professional procedure he might, perchance, be able to land the sought-for job, even over the head of the superintendent.

And we still have A Code of Professional Standards and Ethics in Missouri.

O. J. Mathias



Making Democracy Work--A School Problem

By V. M. HARDIN

WE ARE realizing to-day as never before that we are in grave danger of losing our boasted American Democracy. As we take a world view we see democracies crumbling in other nations under the impact of forces which sacrifice all human values for the sake of dictatorships or some other authoritative way of dealing with what we conceive to be for the best interests of society. There are subtle and powerful forces working in our own country to-day which threaten to deprive us of all those ways of living which we have held to be worthwhile.

Let us raise the question: Why are we threatened with the loss of our American privileges which we consider so significant? In the first place, we have limited democracy with all its implications to a too narrow aspect of life; namely, the political. What we should have been doing is to extend the function, meanings, and values of democracy to all the activities of life for the purpose of realizing the maximum benefits from our practices. Democracy should be not a narrow theoretical way of living; something to be talked about on convenient occasions and cast aside lightly when practice conflicts with ideals of life, but a live working force which has as its source of guiding principles the teachings of the Christ of Galilee.

In the second place, we have not kept our social and economic practices of living in touch with the scientific age in which we live. Unemployment, poverty, loss of security, poor housing conditions, labor difficulties and other problems too numerous to mention are unmistakable evidence that ways of living are far behind the advancements we have made with machines and scientific discoveries. If we had kept the principles of democratic living in harmony with the mechanical advantages that have come to us, we should not be in the state of confusion we are now in. We are no longer willing to use the kerosene lamp, the horse and buggy, the methods of business of by-gone days, but we cling stubbornly to ideas and patterns of living which belong to a past era and, con-

sequently, suffer for our failure to keep pace with the procession.

Finally, we have failed to increase our understandings of how the forces of the present age affect us and of how we might cooperate more intelligently for the purpose of realizing the abundant life. Ask any man on the street what is the social significance of the automobile, the stock exchange, the radio or any other important force operating among us and his answer will be in terms of ignorance of their meaning for us.

Why should these problems which we have described be of any concern to the school? The school is an agency selected and supported by society to perpetuate its ideals and promote its best interests; therefore, we have a right to expect this institution to serve our needs. Furthermore, the school is the only institution that affects such a large number of the future citizens of our nation over a relatively long period of time.

It is true that the home reaches a large number, but we do not have homes with a unified purpose nor are they sufficiently equipped to deal adequately with these problems. The same thing is more or less true with other social institutions. Therefore, the school should assume this responsibility of teaching boys and girls how to live in a democracy in all that the word means.

We might raise the question: If the school does not make any attempt to prepare youth for democracy, how can it justify its existence as a social institution or how can it ask for financial support from the public? We are not interested in perpetuating a curriculum for the aristocracy nor can we afford to retain in the school subjects and methods that are out of date or make no contribution toward helping all of the children of all the people live the abundant life consistent with the demands of a highly interdependent society.

What the schools can do to make democracy work better becomes a challenge which we cannot afford to ignore. How

can we meet this challenge? In the first place the school can and should utilize every opportunity possible to broaden our conception of democracy. We of the school staff need to enlarge and deepen our concepts if we are to be intelligent leaders of youth through wide reading, through firsthand observations, and through discussion. Having done this we can plan with and for pupils experiences which will develop a better understanding of democracy according to their level of ability. We do not mean democracy in the sense of a theoretical system of society or as a vague, Utopian dream, but as a way of living which extends into all the relationships of life. This demands that we make each school a miniature democracy in which pupils have abundant opportunities to live together in a co-operative manner, sharing in common interests and purposes on the basis of intelligent understandings; that we increase the breadth and depth of their understandings of how society is organized, how it functions, and how it might function better for the good of all; and that we plan with children experiences which will reveal to

them the values of clear thinking, of intelligent self-direction, and of accepting full responsibility for their acts in every significant situation.

In the second place, we who are responsible for the learning activities of children must place less and less emphasis upon the competitive side of life and more upon the co-operative where common interests and purposes are involved. We have over-emphasized such activities as prizes, awards, and holidays for one group excelling another, etc.

Finally, we need to guide children in those experiences which give them appreciation of and respect for, truth in any social situation. This implies also that we must guide them in being willing to suspend judgment or action until all the evidence is in on matters of vital importance, rather than making decisions and choices on the basis of inadequate facts, prejudice, and uncontrolled emotions; all of this cannot be done in a day but by persistent, patient, and intelligent working at the job with faith in the worthwhileness of the task.

State Revenue in Relation to Public School Support

By T. E. VAUGHAN

THE fact that an almost successful attempt was made at the last session of the General Assembly to propose for ratification by the voters of the State a constitutional amendment authorizing the General Assembly to set aside for a particular purpose all or a part of the yield of any tax, thus keeping the money out of the State Revenue Fund; the fact that an elective State official who is a reputed candidate for Governor has repeatedly stated that he favors ear-marking certain taxes for purposes other than school support; and the further fact that influential groups are advocating the repeal or a drastic modification of the sales tax,—all make it advisable for those interested in education to understand what such proposals mean in relation to the support of public schools. Hence this brief discussion of State revenue.

The Constitution of the State of Mis-

souri (Art. XI, Sec. 7) provides that not less than twenty-five per cent of the State revenue, exclusive of the interest and sinking fund, shall be set apart to be applied annually to the support of the public schools. For more than fifty years the General Assembly has gone beyond the constitutional requirement and has appropriated one-third of the State revenue for public school support. Constitutional amendments, court decisions, and legislative practice, however, have limited the meaning of the term "State revenue" so that it now includes only money going into the State revenue fund, and not quite all of that. Certain items that are credited to the State revenue fund are not classed as "State revenue," and hence do not contribute to public school support. Chief among those items are the private car tax, fees collected by the public service commission, and building and loan license fees. Since the

sum of such items and the income from the State permanent school fund are both relatively small, State support of public schools varies almost directly as the State revenue fund. Hence, the accompanying table, which shows receipts into the State revenue fund for a ten-year period, should throw light on the problem of public school support.

half of which goes into the State revenue fund, the other half going into the county foreign insurance tax fund, to be apportioned ultimately to school districts for use in purchasing free textbooks. Since 1933, taxes on beer, liquor, and sales of tangible personal property have been added, and in 1937 those three new taxes produced 61.07 per cent of the money that went into the

**RECEIPTS INTO THE GENERAL REVENUE FUND OF THE STATE OF MISSOURI
REFUNDS AND TRANSFERS ELIMINATED***

	1928	1929	1930	1931	1932
Property Taxes	\$ 2,446,699.23	\$ 2,491,295.90	\$ 2,313,248.31	\$ 2,453,695.50	\$ 2,089,548.32
% of Total	18.22	17.27	15.20	18.95	19.72
Income Tax	3,697,603.47	4,252,489.19	4,608,933.54	3,420,463.95	3,291,464.70
% of Total	27.54	29.48	30.29	26.41	31.06
Inher. Taxes	3,057,339.17	2,729,738.34	3,841,045.82	2,755,387.24	1,151,323.51
% of Total	22.77	18.92	25.42	21.27	10.86
Crop. Fr. Tax	1,927,835.00	2,348,491.68	1,974,731.93	1,884,315.36	1,767,738.71
% of Total	14.36	16.28	12.98	14.55	16.68
For. Ins. Tax	1,160,228.06	1,229,654.09	1,233,956.22	1,236,460.81	1,240,054.19
% of Total	8.64	8.52	8.11	9.55	11.70
Other Items	1,135,689.81	1,375,342.50	1,244,377.64	1,200,907.01	1,057,888.11
% of Total	8.47	9.53	8.18	9.27	9.98
Total	\$13,425,394.74	\$14,427,011.70	\$15,216,293.46	\$12,951,229.87	\$10,598,017.54
% of Total	100.00	100.00	100.00	100.00	100.00
	1933	1934	1935	1936	1937
Property Taxes	\$ 2,134,873.15	\$ 2,008,470.27	\$ 1,919,209.60	\$ 1,928,933.81	\$ 1,989,509.43
% of Total	19.50	12.29	9.06	6.48	5.34
Income Tax	3,374,192.07	3,572,051.38	4,428,698.96	5,528,438.89	7,421,746.94
% of Total	30.82	21.86	20.92	18.58	19.90
Inher. Taxes	1,432,789.69	1,438,243.75	1,491,509.64	1,522,241.95	1,416,951.09
% of Total	13.09	8.80	7.05	5.11	3.80
Corp. Fr. Tax	1,631,851.35	1,605,812.54	1,489,100.22	1,480,216.15	1,503,874.99
% of Total	14.90	9.83	7.03	4.97	4.03
For. Ins. Tax	1,101,846.41	1,038,353.16	1,076,157.71	1,088,716.09	1,215,348.32
% of Total	10.06	6.35	5.08	3.66	3.26
Beer Tax		735,238.53	953,115.88	1,074,830.39	1,072,653.06
% of Total		4.50	4.50	3.61	2.88
Liquor Tax		2,020,238.38	3,886,516.79	4,272,957.54	4,182,982.31
% of Total		12.36	18.36	14.36	11.22
Sales Taxes		3,096,997.27	5,158,280.83	12,008,974.99	17,513,200.92
% of Total		18.96	24.36	40.35	46.97
Other Items	1,273,615.51	824,685.03	770,800.46	857,952.26	970,951.42
% of Total	11.63	5.05	3.64	2.88	2.60
Total	\$10,949,168.18	\$16,340,090.31	\$21,173,390.09	\$29,763,262.07	\$37,287,218.48
% of Total	100.00	100.00	100.00	100.00	100.00

*Data from the published reports of the State Auditor.

It will be noted from the table that for the six years, 1928-1933, five taxes yielded more than 90 per cent of the money going into the State revenue fund. Those taxes were: (1) the tax on property, including the tax on railroads and other utilities; (2) the income tax; (3) inheritance taxes; (4) the corporation franchise tax; (5) the tax on foreign insurance companies, only

State revenue fund. It is likely that for the calendar year 1938 the same three taxes will produce more than 65 per cent of the money going into the State revenue fund. Hence the significance of any proposal to take the yield of those taxes from the State revenue fund.

Those who make such proposals disclaim any desire to injure the public schools.

They point to the great increase in State school support since 1933, and ask why so much money is needed. They neglect to mention the fact that local school taxes have diminished to such an extent that there probably has been a decrease in the funds available for school support, if comparison is made with pre-depression years and for the entire State. They tell only half of the story. The actual friends of the public schools should tell the other half, lest the public be misled.

The purpose of this brief discussion has been to point out these facts:

1. That certain proposals relative to the yield of State taxes imposed since 1933 would, if made effective, reduce materially

the amount of money going into the State revenue fund.

2. That State support of public schools varies almost directly as the size of the State revenue fund.

3. That increased State support has served merely to offset in part decreased local support of public schools.

4. That those who make the proposals mentioned point to the increase in State support, ignore the decrease in local support, and thus seek to mislead the public by telling only half of the story.

5. That it rests with the true friends of education to prevent the public from being misled.

St. Louis Honors Itself in Honoring Superintendent Gerling

THE dinner given by the citizens of St. Louis on March 22 commemorating Henry J. Gerling's forty years of service in the St. Louis Public Schools reflects honor not alone on its worthy subject but fully as much does it honor our metropolis. It is grand testimony to a people's ideals and sense of values. When 1500 citizens fill to overflowing one of the largest dining rooms of St. Louis for the purpose of paying tributes of appreciation to a teacher who has devoted his life to a work too often taken for granted, the event means that the individual honored is of unusual caliber, that the people bestowing the honor are people of sterling qualities and that they place a high value upon the work of the school.

Dr. Gerling has served St. Louis as teacher, principal, college professor, assistant superintendent and superintendent. His career has been one of personal devotion to education on all its levels and has included service to and experience with thousands of students from kindergarten to college. It is evident that on each level of service and to all grades of pupils he has given and shown high qualities of personality, attainment and ideals.

His character as a leader was beautifully and succinctly summarized by Miss Hilda A. Hageman, President of the St. Louis

District of the Missouri State Teachers Association, as follows:

MISS HAGEMAN'S TRIBUTE

"My tribute tonight to our honored guest is bound up in that word service, defined in Webster's Dictionary as an 'office of devotion—devotion to duty.' Apart, each letter of that word stands for the attributes heralded as in legends of old.

S stands for sincerity—sympathy—superiority of character

E for enthusiasm—effective energy—earnestness personified

R for retiring—reticent yet always reasonable and reliable

V for virile—versatile—vehement—valorous

I for idealistic—intrepid— infinite patience—indifference to criticism when right

C for courteous though candid—courageous—charm of personality

E for easy of approach—eager to please—easy to confide in—an eminent citizen

"The embodiment of these attributes in a mighty soul characterizes the man whom we honor tonight, our leader and friend, Henry J. Gerling."

R. M. Inbody, President of the St. Louis High School Teachers Association, expressed for his organization its appreciation of Dr. Gerling's leadership.

Greetings were extended by Mayor Dickmann and by Dr. E. A. Ferrenbach, President of the Board of Education.

Dr. Kane gave a scintillating talk on

"Gerling—The Man" and after President Frederick A. Middlebush's address Dr. Gerling closed the program with a philosophical appraisal of education and a look into the future of education in St. Louis.

We publish the address of President Middlebush on page 151 of this issue.

A House Divided

CHAS. E. GARNER

WHEN one has an awareness of the changing social conditions of a nation, and the resulting changes of all contributing institutions, he must face the facts of necessary adjustments within these institutions. If these major contributing social institutions are enumerated, one would likely name the home, state, industry, church, school, radio and motion pictures. No attempt has been made to name them in order of importance. There probably would be extreme disagreement on all except the first two, but be that as it may, unless these are harmonized many cross purposes will be encountered.

The philosophy that most of us studied placed the school as a supplementary social institution, and not as a hand made factory to remake society. Being one whose major interests are in the school, it is this institution in its relationship to the whole of society that we wish to discuss.

We still believe that the school is a supplementary social institution. However, as such it does not follow that the school is a static organism. If other fundamental social forces change and the school changes not, it ceases to be a supplementary institution and becomes as a ship without a rudder running counter to the tide of social evolution. It is trite to say that the secondary school was founded as a college preparatory institution to which only a small percent of the nation's pupils went. It is not quite so trite to say that it has continued to be a bloated college preparatory institution with a host of side shows. In many cases these side shows of practical arts, physical education, music, dramatics, club activities, vocational subjects, general mathematics, general citizenship, general science and consumer education have run as necessary, but, in the minds of some of

us, disreputable adjuncts of the big top. Much evidence could be marshaled to support the previous statement. Suffice it to say that only from two to five electives are allowed in a pupil's educational diet to care for these "so-called" side shows in most secondary schools. This number of electives depends on the pupil's choice of a college entrance or some sort of a general diploma. The college entrance diplomas continue to have a sort of magic prestige and the curriculum of students unfitted for sheer academic preparation are often forced into the wrong mold because of this.

It is a waste of time to describe the phenomenal growth of high school and the multiplicity of problems which have arisen in attempting to fit all boys and girls to a Procrustean bed. The side shows have often broken down in the attempt to administer them in the selfsame manner as the long established five ring (English, mathematics, history, science and language) circus of the big top. Which curricular activities are of most value in fitting for adjustment in a changing order, and how can one keep a balance?

Let us go back to the main topic of the *divided house*. Will we grant that machines have changed industry? Will we grant that the mass of the population is no longer agrarian? Will we grant that the radio and movies have ushered in problems in family life? Will we grant that the school must change in order to harmonize with the change caused by the impact of these changed institutions on the total social economic structure? If the above questions are admitted as logical, and if it is admitted that we get most of the pupils of high school age in school, we must admit a responsibility for helping them to adjust to a changing social scene.

Many plans have been suggested as to the type of adjustments needed in the schools. The elementary schools have probably progressed somewhat farther than the secondary schools in the effort to adjust to democratic principles involved in the process of education. The activity program has progressed farther and the matter of adjustment of the curriculum to the integrity of child personality has made rather satisfying growth. In other words, there is more unity of agreement in the philosophy motivating the changing pattern of the elementary school.

In the high school field there is less agreement as to purpose and perhaps less freedom to make the necessary adjustments, which must be made if the school generally is to again become a mobile supplementary institution. This lack of agreement as to the purpose the school is to serve and the conflicting philosophy of those managing and teaching in the high schools make for a chaotic condition. One group subscribes to a subject-centered curriculum in which the child must fit, while the other group believes in a principle of continuing child growth and development. The first group believes in a school of rigid schedules, autocratic management, and the storing of knowledge of answered problems, while the other group believes in an evolving curriculum where real problems may be attacked, where democracy may work through pupil participation in the organization, and where interest and natural curiosity of children may live and grow. One situation tends to standardize and stifle children while the other seeks to free children to search after answers to problems of present consequence and their underlying background.

The above underlying contributing causes to unrest in secondary education may not be apparent at a superficial glance on visiting a school, but the resultant can usually be found.

We hear the cry go up from some teachers that never before have they seen pupils so irresponsible toward lesson preparation. Never before have they seen them so crass toward the whip of failure—nay even their actions bespeak their tongue and they challenge the teachers to fail them. Some teachers with a different plan of motivation

have ideas of a different stimulus in accomplishing the education of children. Hence the implication is made that pupils fail to work because of some disagreement among teachers concerning marks, guidance, or a mental hygienic point of view. If some teachers work with pupils in the way of assigning lessons and hearing recitations only, the pupil has small opportunity to do much but prepare a lesson. Another teacher sets up a democratic pupil-teacher planning situation, where pupils know why they do what is to be done. This last group believes in objective and anecdotal records as most valid in evaluating pupils. The first group are willing to support only numerical or a five point grading system. Here we have a situation that needs some thought in order to serve the best interests of the pupils.

The conflict in principle of school government manifests itself in the conduct of pupils in and about the building. Some teachers believe that students should *be controlled*. Teachers command — pupils obey is a truism in the classroom. Outside the classroom there is bedlam. Those who believe in student participation in the initiation of activities and in representative government within the school, believe that pupils and teachers working together could develop a *conduct of activity*. This would be functional in its relationship to the working group (the school) and would supplant the non-functioning *conduct of intellect*. It is said that the Greeks, with their beautiful codes, learned them as rituals and often failed to translate them into action; thus weakening the unity of a country. Our fathers read morals in readers. Each story went to great pains to make its moral clearly a moral of intellect. What we strive for is a situation in which a pupil, through living with others will translate a moral into his life in such a way as to furnish a conduct activity and not a moral of intellect.

The disagreement among teachers as to the purpose of education probably makes for the lack of purpose among pupils. If a pupil attends one class where he is totally encompassed, with every detail of his work, by the teacher in command, where he must grub for facts to hand back to the teacher in order to get his mark, his conduct can

be predicted, because there is no conduct. This selfsame pupil may attend another class where the focus is on a teacher-pupil planned program and even here fail to get the satisfaction hoped, because he has not yet found how to use freedom. He has been conditioned by prescription and if his initiative and ingenuity have lain dormant, he may be a problem even in a democratic situation. It would seem that lack of faculty agreement on a working democratic classroom procedure is a contributing cause to internal dissension.

Then values of types of organizations need to be weighed. Much is being made of activity units, fused courses, correlated courses, etc., versus specialized courses in the same general fields. Teachers and administrators must agree on the results desired and the relative merits of the two plans. The traditional set-up may have advantages, in some respects, over the one that may succeed it.

1. With specialized courses you can have specialized library facilities in one room, while with general courses you may have to get along with few facilities, or spend much more money. Which is desirable and practical is a question which requires at least a tentative answer for each school system.

2. In an established plan you have teachers familiar with teaching techniques and organization, while in attempting a new organization teachers must learn new techniques. If you plan to change, what preliminary discussions and conditionings need to be evolved?

3. In a traditional organization differentiated subject matter is used to adjust to pupil; in a cooperative organization the contribution of each to a common problem is the desired relationship. Are we as

teachers able to skillfully adjust to a new viewpoint and better serve the pupil?

4. A textbook and encyclopedic method of teaching is expected to give way to research attitude on the part of both teacher and pupil. Do we have the facilities and ingenuity to make this possible and yet keep it balanced with activities?

5. There must be a decision between a planned education and a planning education—as one layman expresses it. In the one, the curriculum is set up to be taken. In the other, the aptitudes and abilities of the student are appraised and plans are continually made in the light of the best interests of the child.

The breadth of this subject could go on and on. Of course, it would be disastrous if all saw alike, but if we are sincere in educating for living in a democratic society, it would seem that schools within their walls could be that type of organization. If the school as a fundamental social institution is to again supplement changing conditions in other institutions, it must take the lock from the steering wheel. If there is to be unity within our own house, we must focus on the larger principles and allow subject matter, method, and organization to become means rather than ends in the educational process. Then last: Values of organization of schedule and of content must be carefully studied lest we lose the values of the established in our zeal for a more mobile school situation.

"A house divided against itself cannot stand," without causing unrest which may lead to growth in many cases. The problems arising from differing points of view are not solved until they are analyzed and defined. In the search for a broader understanding of the nature of boys and girls, and of the society of which they are a part, we may hope for a better school.

WE OFTEN SEE PERSONS who have had little schooling and in whose case the absence of set schooling proves to be a positive asset. They have at least retained their native common sense and power of judgment, and its exercise in the actual conditions of living has given them the precious gift of ability to learn from the experiences they have. What avails it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul; loses his appreciation of things worth while, of the values to which these things are relative; if he loses desire to apply what he has learned and, above all, loses ability to extract meaning from his future experiences as they occur?

—John Dewey in *Experience and Education*.

Audio-Visual Education on a Limited Budget*

EMPHASIZING THE VALUE OF SOUND FILMS IN A VISUAL AIDS PROGRAM IN A SMALL CITY SCHOOL SYSTEM.

By GORDON R. JONES *Director of Visual Instruction*; JOHN W. GILLILAND *Superintendent, Aurora, Missouri Public Schools*

THE world is still too large for the child to come in direct contact with all its interesting situations, and the school is far too small to house the significant representations that can be brought to the school. School excursions, museums, posters, pictures, all have their limitations as well as their advantages when it comes to broadening the background of school children through contact with situations as nearly lifelike as possible.

Within the last forty years there has been made available a new medium that is almost unsurpassed in its broad influences on human behavior. That new medium is the motion picture. It is the most powerful of the visual tools of education that have been devised by man. However, schools as a rule have not taken full advantage of this opportunity to use the motion picture, and the most effective use remains to be developed in the future.

Recently a study was made endeavoring to ascertain the extent of the social influence of the motion picture. From the study several conclusions were reached. First, the motion picture is a powerful medium of education. Second, children learn a large number of facts from a motion picture and remember them for a long time. Third, motion pictures produce a change in attitudes toward social problems. Fourth, they stir the emotions. Fifth, they provide patterns of conduct. All these conclusions were reached even though the study was confined to the theatrical motion picture. If the possibilities found in a theatrical motion picture could be turned into the proper directions and then these educational pictures used in the schools as a tool of instruction, no doubt school instruction could be improved.

Definite progress has been made in the use of the motion picture in the schools of the land. This has been brought about largely by the fact that the school must

ever be devising better ways of teaching and learning, better instruments for translating various types of experiences as nearly as possible into reality. Sometimes it is one device that works; again it is another. So it was with printing, with the radio, and now with the latest development, the talking picture, even though the educational talking picture as a teaching device has not been used to any great extent as yet.

The coming of the educational talking picture represents one of the greatest forward steps in overcoming some the limitations to learning, for it expands the possibilities of the words "teach" and "learn."

With these ideas in mind, and with the desire to vitalize our instruction to a greater extent, the Aurora Public Schools have initiated a visual education program which utilizes the use of the sound film as well as silent films, film strips, lantern slides, etc.

In March, 1936, a number of representatives of concerns selling motion picture projectors were invited to demonstrate different types of sound projection machines to our Board of Education. Three factors were considered in making our choice, — projection qualities, simplicity and safety of operation, and the possibilities of using it as a public address system. After careful consideration a machine was selected upon these three basic considerations.

Since that time we have used a large number of sound films. Some were good and some were of absolutely no value to us at all. These films were obtained from the various University Visual Education Departments, the Y. M. C. A. Motion Picture Bureau, as well as various large corporations. We have found that a great many of the sound films called industrials and scenics can be obtained free of charge except for transportation charges. Natur-

*From *Educational Screen*.

ally these free films with the exception of those put out by the United States Government have more or less advertising; and one of the problems in selection is brought about by this advertising, for there is so much in some of them that they are not usable.

Another problem that confronted us was the selection of films that would be of real value to the teachers in supplementing their units of work, and getting the films booked far enough ahead in order that they would be on hand when a teacher wanted them. In order to bring this about the principals of the different buildings obtained from their teachers lists of the films wanted, together with the approximate time they would like to have them. The teachers compiled their lists through the use of film catalogs put out by the various agencies as well as through the film estimates made by previous users. The principals then met with the individual in charge of visual education for the system and booked the films, keeping in mind the limitations of the budget and using previous experience as to the use of the films. Approximately 300 reels, both sound and silent, were used in the year 1936-7. For the current year we have booked approximately 250 reels, both sound and silent, including five full-length feature pictures used monthly in assemblies for the student body. Such feature pictures were booked as "Jane Eyre," "Girl of the Limberlost," "Hoosier Schoolmaster," "Song of China," etc. These have proved very popular with the student body, even more so than the assemblies secured through assembly bureaus in the past, and they are much less expensive.

After our program had been in effect for a year, we could make more intelligent selection of films through the use of the film estimates made by the teachers. The form listed below was used:

Name of film		
Source		
Date used		
Sound.....	Silent.....	Slides.....
Film strip		
Comments and recommendations for future use:		
Teacher		

Through the use of these film-estimates that have been filled out by the teacher using the film or other visual aid, one can readily see that a much more intelligent choice can be made. It is essential that these estimates be kept in order that a more intelligent selection can be made by those in charge of booking the various films. Too much stress cannot be placed upon this part of the program, as we have found it very difficult to keep from booking films which we have found to be of no value whatever to us after they arrived. If this film estimate blank is used intelligently many free films may be included in the program with very little additional cost.

During the past few years, there has been a gradual increase in the number of sound educational films available at a more moderate price. We have secured excellent service on sound films from the University of Wisconsin at one dollar per reel, they paying the transportation one way. Since the time that we introduced the use of sound films here, two other state universities have added sound films to their film-libraries—namely, University of Oklahoma and University of Missouri.

One of the most frequent questions asked is regarding the expense attached to the visual education program, particularly the use of the sound films in a school the size of ours. First, let me say that we have been agreeably surprised in this respect, as it has not been nearly so expensive as we had thought in the beginning. This has been due to the fact that we found that we could secure a large number of good films free and that we did not have to pay more than a dollar a reel for the better educational talking pictures, when at first it was our impression that the charges would be from \$2 to \$2.50 per reel. For the 1936-7 school year, we spent approximately \$100 for all kinds of visual aids, with about half of this going for sound films and the remainder for enrollment fees and transportation costs for other visual aids. This year we estimate that our expenses will be around \$125, which includes \$50 spent for the five feature programs alone. Without the feature programs you can see that our cost as estimated is \$75 for all visual aids. The smaller amounts

being spent this year is due to the fact that we have been able to make wiser selections all the way along, and yet we have not shortened our program to any great extent. At least \$50 of the \$125 for this year has been raised through concession stands operated by the student council in the high school building during the noon hour.

As a means of keeping the program moving along smoothly, the Visual Education Director places in hands of the principal of each school a Visual Aids Report which gives the title and source of the films, as well as the return and comments.

Most of the silent films are booked for one week while the sound films are booked for one day. It should be pointed out, however, that the sound films usually come in from two to three days ahead of the actual date they are to be used. Naturally, we spread their use over the period they are with us instead of trying to crowd it all into one day.

Each film which has not been booked before is previewed before it is shown to any group, preferably by the teacher who will use it. A report is sent around immediately following the preview of the film to those whom we feel might be able to use it to advantage. This makes it possible for the teacher to stress various points of importance in the film at a certain place for a discussion. Sometimes the film is run more than once in order that a particularly difficult point might be emphasized. Naturally, after the film is shown, each teacher tries to tie the important factors brought out with the unit of work being considered.

We believe that the sound picture is a highly superior medium of instruction. We read in our school magazines about master teachers, master scientists, etc.; and through use of the educational sound film these masters may be brought before the class, thus making the lesson much more impressive. The child is hearing as well as seeing. We should keep in mind that the sound film is a valuable aid in instruction to present subject matter currently studied. We should keep in mind that this subject matter is enriched through using the sound film to initiate a unit, to present facts, to give a general background, and

to summarize. Outside the classroom the sound film is being utilized to enrich club programs and special projects, for assembly programs and parent-teacher meetings. Herein lies one of the particular advantages of the sound film over the silent film in holding the interest of the group.

It should be pointed out that the sound projection machine in use here has a public address feature which is quite important and is used almost as much for that particular job as for a sound projection machine. It is used in all assemblies at the high school, as well as in many programs in the elementary schools. Then, too, the public address feature is used for various other types of meetings in the community such as band concerts, etc.

Two boys are trained each year to operate these machines, as well as to care for them and take them to the different buildings. Postgraduate students are usually used for this purpose. One of the problems that bothered us at first was getting the proper care for as expensive an apparatus as a sound machine would be. However, in the three years we have used it, we have had practically no difficulty of any kind, which indicates to us that the machine is much more simple of operation and handling than we thought at first. There are always boys with a mechanical aptitude who are very much interested in this type of work and have the ability to handle it in a splendid manner.

In conclusion, we would say that our visual education program, particularly the sound motion picture part, has been very much worthwhile. We feel that through the experience of the past two years we are offering a better program this year than ever before and are of the opinion that there is a very definite place for the educational sound film in any visual education program. We have also come to the conclusion that far too few schools in systems the size of ours use this valuable aid as a means of improving instruction. Perhaps this is because of a misunderstanding as to cost and because of a lack of understanding to the real value therein. Let us say emphatically that there is no doubt as to the fact that the sound film has a place in our schools and that it is not a passing fad or fancy, but is here to stay.

Henry Joseph Gerling--A Conservative--A Progressive*

AT THE very beginning of this brief address, let me express myself as in complete sympathy with the spirit of this occasion. You, as citizens of St. Louis, are doing a splendid thing in honoring your Superintendent of Schools, not only for his work as Superintendent but even more for the forty years of outstanding service given by him in your school system. We do well in recognizing such service.

It is with some pride that I point out the fact that your State University, in 1933, officially recognized Dr. Gerling's worth as a man and educator, by bestowing upon him the highest honor it may grant—the honorary degree of Doctor of Laws. This honor was conferred in recognition of Dr. Gerling's work as an educator of this community, of the State, and of the Nation.

My personal regard for Superintendent Gerling is based very largely upon the fact that throughout all these years of exacting work, in meeting the many interesting, but oft-times vexing local educational problems, he has never lost sight of the state and national viewpoints in education. He has been loyal to St. Louis, but he has also dared to champion the cause of education throughout the State, including higher education. Furthermore, he has always maintained that education has a foundation in philosophy; that the various school tasks must find a logical justification in a well-planned philosophy of American life.

At this point I must practice caution. School men, as you may not know, are a busy people, so busy in fact that they usually take their colleagues for granted. Then as occasions such as this arise, when just recognition for adequate services should be given, they are very apt to throw off all restraints and overdo the matter of praise and eulogy. I believe that I know our honor guest well enough to realize that such fulsomeness would be painful to him.

It is, I believe, a fact that your esteem of Superintendent Gerling rests largely upon the fact that he symbolizes quite accurately the spirit of St. Louis. This city is not a "boom" city; it has always made steady and continuous progress. Superintendent Gerling's administration of your educational system, during the nine years of his term of office, is characterized by progress, but a progress tempered by a sane conservatism. Such an administration has saved you from many costly "noble experiments" in education.

As I try to survey our educational problems of the last forty years, the four decades during which Dr. Gerling has served in one capacity or another in the educational system of St. Louis, I am impressed with the fact that these problems have been very largely those of rapid growth. I believe

there are people who are still convinced that rapidly growing boys suffer from "growing pains," at least that was the old-fashioned belief. It occurs to me that education in America during the last forty years has suffered growing pains. Ponder for a moment these figures:

In 1890 there were in the public and private elementary schools of America approximately 14,000,000 children. In 1934 the enrollment was fully 23,000,000. As you know, there is now a slight decline in elementary school enrollments, due largely to the decrease of the birth-rate in America. In 1890 there were approximately 300,000 boys and girls in the public and private high schools of America. In 1936 the enrollment had mounted to about 6½ millions. In 1890 there were about 150,000 students in the public and private colleges of America; this year, conservative estimates would indicate that about 1,150,000 young people are attending college.

When, therefore, a man, such as President Hutchins of Chicago University, criticizes modern education as disorganized and not knowing whether it is tending, let us accept such criticism with much tolerance and charity as well as critical analyses. What else may one expect of a social institution which has experienced such phenomenal growth. Just to make physical provision, in the form of adequate housing, for such growing numbers, has been a Herculean task. And let us not forget that if, in looking at these forty years in retrospect, we are astounded at the magnitude of the educational task, how much more bewildering must have been the endeavor to predict from year to year, from decade to decade, the educational needs of such a city as St. Louis. If ever we reach an approximate stabilization of school population in the United States, and there are indications that this may come within the next decade, we shall know what our educational task is, as far as numbers are concerned. We shall then be able to turn our attention more completely to the improvement and refining of the educational process itself. How fortunate for St. Louis that during the last decade of this period of startling growth in education, the leadership of your school system was in the hands of a man who was not too easily swayed. To be able to make progress in a sound way under such puzzling circumstances of growth in the midst of an industrial and economic depression is no mean achievement.

Again, as I view American education, especially here in the Middle West, I am impressed with its youthfulness. You are celebrating in your city this year the hundredth anniversary of the founding of your public school system. Kansas City, on the western border of our State, is nearing the 75th an-

*Address by President Frederick A. Middlebush at the dinner honoring Dr. Gerling, at the Jefferson Hotel, March 22, 1938.

niversary of the founding of its public school system. Our State University will celebrate the hundredth anniversary of its founding in 1939. In the life of a public social institution, one hundred years is but a growing-up period. We have just passed through adolescence, educationally speaking; we are now in our youth. Except as we have adopted them from England and other western European countries, we have but few time-honored traditions to dictate to us the course of development we shall pursue. That has its great advantages, in that adventuring spirits find more congenial conditions under which to work than where all institutional forms are bound down by tradition. It also presents great dangers, in that irrational schemes and poorly planned educational programs are constantly suggested. Frequently they are zealously promoted by those who have a personal gain at stake. Under these circumstances, it is indeed essential that the educational leadership of the largest city in our State should be represented by a man who becomes a stabilizing influence, who has the courage to stand in a straightforward way on his convictions.

But there have been other factors which have operated to produce changes in education, which lie outside of the field of education itself. Not only have we experienced a rapid growth in school population during the last fifty years, but we have also lived through a period of rapid urbanization of our general population. Back in 1870, just a little more than one-fourth of our population was urban in nature. We were a rural people with all that that implies in terms of modes of living and life interests. By 1900 our population was forty per cent urban; by 1920, a little over 50%. The 1930 census shows an urban population of over 55% of the total of this country. Indications now are that by 1940 the percentage will be about 57. That means vastly more than merely shifting more people to the city. It means that we have to educate people not only so that they may be able to do the daily work which is promoted in the city, but we have to educate them so that they may live satisfactorily under city conditions.

City life is a comparatively new way of living for the human race. We have not solved, by any means, all of the problems of human life in congested centers of population. In fact, these have been multiplied by new inventions facilitating communication, travel and transportation, faster than have their means of solution. In our own Middle-Western States, about twenty per cent of those engaged in occupations are in the extractive industries, i. e., farming, mining, etc., using directly the natural resources of the country; approximately thirty per cent are engaged in mechanical and manufacturing pursuits, while fifty per cent are engaged in distributive and service functions. It is precisely this last fifty per cent of our occupational groups which creates such a big problem in modern city education.

Forty years ago, i. e., at the opening of this century, most working people were still producers. Either they made available the natural resources of this country, or they were at work in some craft or manufacturing plant. Now one-half are engaged in work much of which is comparatively new and lacks the wholesome characteristic of creating or making something out of concrete, tangible materials. There comes then a terrific clamor to convert all of education into training in salesmanship, training in office technics, training in service functions. We cannot ignore this clamor but we must not be swept off our feet by it. We must determine the true needs of mankind, as human beings, in these new and rapidly changing activities and then—well based on this knowledge—we must seek to supply the needs. And, again I say, that any city is fortunate which in the face of such problems, has intrusted its educational leadership to one who has a forward outlook but also a conserving anchorage in a well worked out philosophy of human endeavor.

I fear that some of you may say, "Well, we got what was to be expected. A former Dean of the School of Business and Public Administration cannot forget his past training. He must deal with statistics." And I should plead guilty. It is difficult to see, however, why statistical data should be looked upon as dull. The simple data which I have given, when contemplated for a moment, reveal a great story of the human struggle to rise above the commonplace. The education of man must be carried on in the surroundings of this world and for use in this world. We dare not ignore the every-day facts of life in our endeavor to plan an effective system of public education.

That holds true in developing a State University as it does in the development of your public school system of which the University is a part. What you do in your schools in St. Louis is of vital concern to your University. We are each a part of the same great system of state schools contemplated in the Geyer Act through which the state school system and the State University, as a part of it, were created by the State of Missouri. How you solve your educational problems in St. Louis will in some measure determine the attack which we shall be compelled to make upon ours at the University when your young people come to us. We must know what your educational plan is, what your educational problems are, and how you propose to meet them if we, in our turn, are to plan intelligently an adequate program of higher education. On the other hand, your superintendent must know our University organization; he must be acquainted with our working philosophy of higher education, if we are all to do well the job set before us.

I want to state most emphatically that we have enjoyed the friendship of Dr. Gerling; we have profited by his counsel. We hope that in a measure we have been helpful to him and the schools of St. Louis.

To the people of St. Louis I extend congratulations upon having been able to maintain the practice of inviting to your superintendency such a long line of distinguished educators. The rating of St. Louis, when compared to other large cities, such as Chicago, Detroit, Cleveland, Cincinnati, New Orleans, Denver and many others, will depend not only upon your wealth, your industries, the attractions of nature and your historical background. These are all significant, but in addition thereto, and as a determining fac-

tor, is your educational system. The strength of that system is largely dependent upon your educational leadership and your willingness to support it.

On this happy occasion, I am appreciative of the fact that it is my privilege to extend to you Dr. Gerling the felicitations of your own University. We congratulate you upon your many years of devoted service in a high cause. Yours is a rich reward and richly deserved.

Personal Grace Factors of Personality

THE THIRD ARTICLE OF A SERIES ON PERSONALITY BY E. E. DODD

THE PERSONAL GRACES are the pleasure giving factors of personality. They have the quality of pleasing, attracting, and winning the favor of people. Through expressing the finer qualities of mind and heart they give grace and charm to those who possess them.

As members of society, from which we derive many benefits and pleasures, we owe much in return, and much of this return can be in terms of pleasure to others. Pleasure giving has the effect of making the group life more worthwhile; besides, the fact must not be overlooked that its benefit to oneself is great, for, as Carlyle said, "Success depends upon the number of persons one can make himself agreeable to."

People of every age and condition like to be pleased and they willingly pay tribute to those who please them. Fabulous sums are paid each week for pleasure's sake. With some exceptions the fabulous salaries go to those who can entertain, not to those who instruct. So great is the claim which pleasure makes that the Senate of the United States recently adjourned for an afternoon, not from motives of patriotism, but to enjoy the thrills of an all-star game of baseball.

The art of pleasing depends very largely upon the "you" attitude, by which is meant an interest in other people and active goodwill toward them. An interest in other people is in itself a courtesy to them that is highly prized; active goodwill is this interest put to work. Goodwill fosters the desire to please; when we have the desire to please, we study to please and we find the occasions to please.

Self Analysis

Success in the personal relations depends upon two persons, oneself and the other fellow; and while making the effort to please the latter, it is well to apply the measuring rod to oneself. It is plain that a person cannot improve unless he sees the necessity for improvement and knows where to apply the remedy. Without self analysis we go plodding along in the same way, repeating the same faults, getting deeper and deeper into

the ruts of everyday life. "That analysis of myself was the turning point."

One who seeks improvement can ask himself, "What faults have I that need correction? What are my stronger personal qualities?" Faults are not only bad in themselves; they go far to neutralize good qualities. Moreover, your faults, unless corrected, will grow deeper with the years. It is better, too, to correct one's faults than to have them pointed out by others. Our stronger personal traits are the ones on which our chances of success largely depend. Knowing these, we can give proper attention and effort to their development. If one has personal traits which please, that one should know why they please so that he may further develop them to his advantage. And remember, it is not enough to discover our weak and strong points, we must do something about them.

Some timely questions are: Do I show a democratic spirit toward my fellows? Do I meet my school and other duties honestly and fairly? Are my personal appearance and bearing as good as they should be? Is my attitude toward others courteous and helpful? Do I think, work, and play well with others? Am I a good sport, game in defeat, modest in victory, fair at all times? Do I compare myself honestly with others?

Personal Appearance and Bearing

In the words of a student, "Personal appearance is the way we look; personal bearing is the way we act." In the former we see a still picture of a person; in the latter we have more the effect of the moving picture of him. Though different in kind, they are closely related, each one adding to or subtracting from the other. When both are good, they form a fine introduction to the personal graces and to good personality.

The bright eye, intelligent, friendly face, tidiness of person, self-composure, becoming dress,—the blending of such as these gives good appearance. Mental alertness, animation, genteel demeanor, good posture, ease and grace of carriage vie with each other in giving superior bearing to the individual.

No schools give more attention to appearance and bearing than do West Point and Annapolis. Every detail which contributes to the making of a gentleman, as well as to the making of a soldier or sailor, is regarded as important. The personal appearance and bearing of the soldier and sailor should be a challenge to the boys and girls of other schools. There is just as good reason why they should sit erect, stand erect, speak out in good voice, move with ease and alacrity, and dress in good taste.

Appearance and bearing do not make the man, but they have much to do with the impression he makes on others. If good, their value is apparent to all. Besides, it is not alone for the effect on others that we should give attention to them. The time given to appearance and bearing more than pays if merely one's self-esteem is served.

Nothing at this day condemns a young person more than an unkempt condition of the body. "A slouchy person is poor timber for citizenship." It is not a question of whether cleanliness is more important than something else; it is simply a question of cleanliness first,—teeth, hair, nails, skin, clothing. The bathing facilities provided athletic departments are an evidence of their value to athletes. And of course baths have no less value to non-athletes. A clinic is needed where pupils could be told just what their personal defects are and advised as to their correction. Why should not the young person be advised of his personal defects when their correction would lead to his better standing among people and to his larger chances of success?

Courtesy

Among the personal graces, those personal traits which make one attractive and sought after, courtesy plays a leading role. It is the natural product of goodwill expressed by those who have a sincere regard for the comfort and welfare of others.

Is courtesy worthwhile? Is it well to observe the decorum of refined people; to show respect for age and womankind; to add to the good cheer and refinement of the home; to promote one's chances of business success? To have the companionable spirit, warm with friendliness and expressed appreciations, aglow with enthusiasm and animation, will bring friends by the score. Many times seemingly little things are effective in showing consideration—a cordial greeting, a word of encouragement, a helpful suggestion,—these and other acts of little cost to the doer play an important part. The motive which prompts an act is often more treasured than the act itself.

Courtesy is not only a social grace, it is also a prime factor in business success. Those whom you meet in the business relations will not know the school courses you pursued nor the grades you made, but they will know, appreciate, and reward the courtesy and consideration you show them.

Tact

The word tact originally meant touch. As we use the word now, it means that agreeable touch or contact in our relations with others which gives as much pleasure and as little discomfort as possible. It is the essence of tact to respect the feelings of people. It is not satisfied with saying or doing whatever comes into a thoughtless mind; it seeks the best way of saying and doing things.

The old McGuffey reader said, "Tact has no left hand, no blind side, no deaf ear," meaning that the tactful person is alive to the surroundings about him and skillful in acting his part among them. To be tactful we must not only be alive to our personal surroundings, we must cultivate kindly interest in others, respect their feelings and opinions, their pride, their sense of importance, even their short-comings. We must distinguish between that which is good taste and that which is not; we must often get away from self to another's point of view; and we must have the desire to please.

Among the causes of tactlessness are: egotism, ignorance, thoughtlessness. Some people say or do the wrong thing when a little wide-awake discernment would make it easier for them to say and do the right one; others speak first, think afterward; still others fail to get the points of view of their associates; some invade the circle of privacy; while others think too little of the comfort of those among whom they should live on friendly terms.

To bring certain associations together may be tactless, while to separate them in time or space may be tactful. Whatever produces jarring or disagreeable effects should be kept apart. For example, when Johnny was asked by the neighbor how his pigs were getting along, he replied, "Oh, they're all right, how are all your folks?"

Comparisons are sometimes tactless. Any needless comparison which causes discomfort to someone is tactless. The tactful person is disposed to overlook differences rather than to magnify them. A minister once made so many unfavorable comparisons between his then parish and his former one in New England that his congregation made it possible for him to return to New England.

A lack of courtesy and tact is often the misuse of the possessive pronoun. Like Socrates Snooks, some persons speak of "my house, my barnyard, my pigpen," when others have a right to feel that it is *our* this, and *our* that. Comfort in our relations with people is much to be desired; discomfort to be avoided. More than any other personal trait, tact lubricates the personal relations, preventing discomfort that would otherwise exist.

To repeat, the personal graces are the pleasure giving factors of personality. The ability to please is a valuable asset—cultivate it.

Summary of the Report of the President's Advisory Committee on Education

THE PUBLIC school system in the United States greatly needs improvement. Glaring inequalities characterize educational opportunities and expenditures for schools throughout the Nation. The level of educational service that can be maintained under present circumstances in many localities is below the minimum necessary for the preservation of democratic institutions. Federal aid is the only way in which the difficulties in this widespread and complex situation can be adequately corrected.

These are the general conclusions of The Advisory Committee on Education. The Committee's report, based on more than a year of exhaustive study of the schools throughout the country, was transmitted to Congress today (February 23, 1938) by the President.

The Committee recommends new Federal grants to the States for educational purposes, to begin a year hence at \$70,000,000 and to increase to \$199,000,000 by 1944, as follows:

1939-40	-----	\$ 70,000,000
1940-41	-----	109,500,000
1941-42	-----	139,000,000
1942-43	-----	159,000,000
1943-44	-----	179,000,000
1944-45	-----	199,000,000

These amounts, in the Committee's opinion, "undoubtedly are small, when compared with total needs." Two billion dollars was spent for public elementary and secondary education in 1935-36.

Old Grants to Continue

The report points out that the policy of Federal aid is well established, since permanently authorized Federal grants for educational purposes already exceed \$50,000,000 a year. The Committee recommends continuation of the existing grants, now made for vocational education in the public schools, vocational rehabilitation of the physically disabled, instruction at land-grant colleges, agricultural experimentation, and agricultural and home economics extension work. Vocational education alone now receives almost \$22,000,000 annually of Federal funds.

The vocational grants receive special attention from the Committee. It believes the statutes should be thoroughly revised, to make the existing grants available for all desirable types of occupational preparation. Too much Federal control is now exercised over the vocational funds, the Committee finds; the States should be authorized to determine for themselves what educational activities are to be deemed vocational.

Pupils in vocational schools are sometimes exploited for private gain, according to the Committee. Extensive cooperation between educational authorities and State and Federal Departments of Labor is recommended to provide safeguards.

New Grants are for Several Purposes

The new grants recommended are to be divided among six major funds. The largest is a general aid fund for the current operat-

ing and maintenance expenses of public elementary and secondary schools. It starts at \$40,000,000 and would increase \$20,000,000 a year to \$140,000,000. These amounts would be divided among the States in proportion to their financial needs.

The Committee points out that the share of the wealthy States must be small if the schools are to be materially improved where they are now most inadequate. The aim is to bring education out of the doldrums; "neither the individual States nor the Federal Government can continue to tolerate conditions under which a substantial number of the citizens of tomorrow receive inadequate preparation for effective living."

The second recommended aid fund, starting at \$2,000,000, and rising to \$6,000,000, is to improve the preparation of teachers and other educational personnel.

The third fund, \$20,000,000 the first year and \$30,000,000 the second and following years, is recommended for the construction of school buildings in order to facilitate the desirable reorganization of school districts, which the Committee says are now too small in many rural areas.

The fourth fund, \$1,000,000 at first and \$2,000,000 the third year and after, is recommended for the improved administration of State departments of education. These departments would have their duties greatly increased by the Committee's program, since they would perform most of the work of administering the proposed Federal aid.

The fifth recommended fund, beginning at \$5,000,000 and increasing to \$15,000,000, is for "civic, general, and vocational part-time adult educational activities," and is to be expended through schools, colleges, and other educational agencies in the States. It would be allocated among the States on the basis of their adult populations.

The sixth fund recommended is for rural library service; it starts at \$2,000,000 and rises to \$6,000,000. It would be allocated on the basis of rural population. The Committee points out that at present rural people throughout the country seldom have public library service.

(See table of grants, attached at end of statement.)

More Research Recommended

The Advisory Committee, headed by Floyd W. Reeves of the University of Chicago and including a score of other members with varied interests, also would have Congress provide a special fund for educational research, planning, and demonstrations. Although it costs two billion dollars a year to operate the public schools, the Committee points out that research facilities at all comparable to those of the agricultural experiment stations are lacking in the field of education.

A research fund of \$1,250,000 is recommended for the fiscal year beginning next

July; increases to \$3,000,000 are recommended for later years. The money would be put in the charge of the U. S. Office of Education and would be used principally for grants on a project basis to universities, teachers colleges, State departments of education, school systems, and other agencies qualified to carry on educational research and demonstrations.

Program Limited to Six Years

Authorization of the new grants to the States is recommended by the Committee for a period of six years only, ending in 1945. By the end of the six years, it is anticipated that increases in Federal aid will be planned. "Before such increases are made, however, the Committee recommends that the proposed program be carefully reviewed under appropriate auspices after it has been in operation for several years." The school year 1943-44 is suggested for the stock taking.

"Increased Federal aid after the six-year period should be dependent not only upon needs," the report states, "but also upon further experience with Federal-State relationships. The Committee believes that it will prove possible to work out relationships between the Federal Government and the States that will safeguard adequately the expenditure of Federal funds while continuing to maintain State and local autonomy in the direction of schools. That belief should be tested by experience, however, before irrevocably committing the Federal Government to a large program of Federal aid."

Funds to Be Distributed Within States

The general aid fund for elementary and secondary education is all to be spent for local school jurisdictions. The Committee discusses the problem of how the money should be divided in each State, and says it "is of the opinion that the distribution of Federal aid funds within a State is not a matter that should be left exclusively to State officials." On the other hand, the distribution of existing school funds within each State must be taken into account in setting up the distribution plan for Federal aid for that State.

Joint plans agreed upon between the various State departments of education and the U. S. Office of Education are therefore essential, the Committee declares. State and Federal officials should be required to make the allotments to local districts on an objective basis, in the manner that will "most effectively lessen inequalities of opportunity" for schooling.

Joint planning is also recommended for the distribution within States of the funds for teacher preparation, adult education, and library service. School building projects would be reviewed first in the States, then submitted to the U. S. Office of Education for approval.

For all States maintaining separate schools for Negroes, the Committee recommends that the Federal grants be conditioned upon joint plans providing an equitable distribution of the Federal funds between white and Negro schools, without reducing the proportion of State and local funds spent on Negro schools.

State and Local Autonomy

Although joint planning is necessary in connection with such problems as the allocation of funds, the Committee holds that the cooperative planning should be carefully restricted by law to matters clearly of direct Federal concern.

"The Committee recommends strongly that Federal statutes and joint plans relating to all forms of education under State and local auspices should reserve explicitly to State and local agencies the administration of schools, determination of the content and processes of education, and decision as to the best uses of the allotments of Federal funds within the types of expenditure for which Federal funds may be available."

Youth Problems Reviewed

The education and adjustment of youth receive a major share of the attention of the Committee, which discusses at length the problems of the "millions of young people who are neither in school, at work, nor obtaining any type of experience that might prepare them eventually for work."

High schools must be vastly improved, the Committee declares, in order that larger numbers of young people will remain in school until they can find employment. "The schools of this country must build a new integrated and progressive program from the seventh at least through the twelfth grades, with suitable general education for all as the center of the program. Additional offerings to meet special needs must also be provided."

The student aid program of the National Youth Administration is commended as a "fundamental attack upon the problem of inequality of educational opportunity." The Committee recommends that it be continued on a semi-permanent basis until 1945, but not be made permanent until after further experience.

The Civilian Conservation Corps and the National Youth Administration programs of work projects for out-of-school youth are both found to possess large values for the education and adjustment of unemployed young people. The Committee recommends that both programs be continued and that, to improve coordination, they both be placed under the direction of a single new Federal agency, to be called the National Youth Service Administration. This agency would also carry on the student aid program for high school and college students. It should be established at first only for the period ending in 1945, the Committee suggests, and its work should be reviewed at the same time the grants to the States are re-examined.

Within the National Youth Service Administration, the Civilian Conservation Corps should be continued as a distinct unit, the Committee believes, but it should be brought into a much closer relationship to State and local educational agencies and should be placed entirely upon a civilian basis. "Notwithstanding the very commendable achievements of the Army during the organization period of the Corps," the report states, "it is not in the American tradition to use the

military arm during any long period for the determination of civilian educational policies and the administration of a major educational enterprise."

Expansion of other youth services of guidance and training is recommended by The Advisory Committee. The Federal Committee on Apprentice Training should be given increased funds to promote apprenticeship training in industry for the skilled occupations. Employment counseling services in public employment offices should be much enlarged, The Advisory Committee declares, in order to provide adequate service for out-of-school young people and adults.

To improve the quality of the vocational guidance available in schools and public employment offices, the Committee recommends the establishment of an occupational outlook service, to be carried on by the U. S. Bureau of Labor Statistics. Organized along lines similar to the agricultural outlook service of the Department of Agriculture, the occupational outlook service would have the function of providing forecasts of the supply and demand for workers in various occupations, in order that young people might make more intelligent choices before beginning vocational training. Schools and colleges would also be able to develop their programs in line with prospective opportunities for their graduates.

Private Schools

Among the more significant recommendations of the Committee are those which would permit pupils of parochial and other non-public schools to share to a limited extent in the benefits of Federal assistance. Although the recommendations generally follow the policy of making the grants to States available for public schools, the States are to be responsible for determining which schools are public, and certain services for children may receive assistance both in public and non-public schools.

Part of the proposed general aid fund for elementary and secondary education may be spent for textbooks and reading materials, transportation of pupils, scholarships for pupils 16 to 19 years of age, and for health and welfare services. These are the services the Committee would make available to children in non-public schools, "so far as Federal legislation is concerned."

"The conditions under which health and welfare services and aid for reading materials, transportation, and scholarships may be made available for pupils in privately controlled schools should be determined by the States, or by the local school jurisdictions receiving the grants if the States so determine," the Committee suggests. Student aid would also continue to be available for pupils in both public and non-public schools.

Federal Areas Included in Grants

The District of Columbia, Alaska, Hawaii, Puerto Rico, and other Outlying Possessions would be included in the distribution of grants so far as feasible, on the same basis as the States. The Committee also recommends establishment of a permanent policy by which every child living on a Federal reservation will be assured of opportunity for an educa-

tion. These children, members of Federal employee families, are now the only children in the United States for whom schools are not required to be provided either by State or Federal law.

Rural Areas Especially Benefited

"The least satisfactory schools in the United States," the Committee reports, "are now to be found for the most part in rural areas." The average expenditure per pupil in average daily attendance in rural schools in 1935-36 was \$67.40, and in urban schools \$108.25. Rural areas should therefore receive the largest amount of Federal aid, the Committee holds; this would result from allocating the funds among the States in proportion to their financial needs, as the Committee recommends.

The educational problems brought about by the development of the United States and its change from an agricultural to an industrial nation are fully detailed in the report. Rural America especially feels the pinch of economic pressure on its schools. Its child population is large, its financial resources small. In nearly every State, the adult group in the rural population carried an educational load, in terms of number of children to be educated, far in excess of that carried by the adult group in urban areas. The heaviest load is borne by the rural farm population, with nearly twice the number of children in proportion to adults that is found in large cities.

The farm population not only has a disproportionately heavy educational load; it must carry the load on a per capita income decidedly less than that of the non-farm population. The difficulty is widespread—more than half of the States are predominantly rural. City folk are concentrated in a relatively small number of States. "Educational opportunities approaching adequacy are now to be found only in limited areas where circumstances are unusually favorable. Improvement of programs is needed even in the most favored centers; but, from the national point of view, far more important are the great inequalities in opportunity to obtain even a limited amount of educational service."

Committee at Work Since 1936

The Advisory Committee on Education was originally appointed by President Roosevelt on September 19, 1936, to "study the experience under the existing program of Federal aid for vocational education, the relation of such training to general education and to prevailing economic and social conditions, and the extent of the need for an expanded program."

In a later letter, dated April 19, 1937, the President referred to the numerous bills in connection with educational matters then pending in Congress, and requested the Committee to give more extended consideration to the "whole subject of Federal relationship to State and local conduct of education."

Scores of educational, governmental, and private organizations and individuals cooperated in the research that enabled the Committee to prepare its recommendations. The report is believed to be the most searching analysis of public school education and related services ever made in this country by a

representative national committee. The Committee was assisted by a large temporary staff of specialists in education, public administration, and economics. Most of the members of the Committee came from outside the Federal Government; they served without compensation and gave a large amount of time to the Committee's studies and discussions. Meetings and conferences alone aggregated more than forty days.

One Minority Report

In transmitting the Committee's report to the President, Chairman Reeves noted that all members of the Committee had concurred in the adoption of the report with the exception of Mr. T. J. Thomas, president of the Valier Coal Company, Chicago. Mr. Thomas submitted a statement for transmittal with the majority report of the Committee, in which he indicated his personal views, although agreeing with much of the majority report.

Mr. Thomas called attention to the fact that in a number of States, "little has been done to correct situations in which some school districts have only \$10 to \$25 to spend for education per child per year, while other districts in the same States spend as much as \$75 to \$125 per child per year." He stated that in his opinion, "no State is entitled to receive Federal aid until it has made a reasonable beginning in the work of equalizing educational opportunity within its own borders, even though to do so may require the amendment of State laws or even State constitutions."

Mr. Thomas also favored a smaller program of grants to the States than that recommended by the majority of the Committee. He suggested a total of \$40,000,000 annually

for a period of three years only, of which \$21,000,000 a year would be for general aid to elementary and secondary education.

Members of the Committee

The Advisory Committee on Education includes: Chairman Floyd W. Reeves, Professor of Education, University of Chicago; William Rowland Allen, personnel director, L. S. Ayres & Company, Indianapolis; Edmund deS. Brunner, Professor of Rural Sociology, Teachers College, Columbia University, New York City; Oscar L. Chapman, Assistant Secretary of the Interior; Miss Elisabeth Christman, Secretary-Treasurer, National Women's Trade Union League, Washington; Gordon R. Clapp, Director of Personnel, Tennessee Valley Authority, Knoxville; Ernest G. Draper, Assistant Secretary of Commerce; Miss Alice L. Edwards, home economist, New York City; Mordecai Ezekiel, Economic Advisor to the Secretary, Department of Agriculture; George L. Googe, Chairman, Southern Organizing Committee, American Federation of Labor, Atlanta; Frank P. Graham, President, University of North Carolina; Luther Gulick, Director, Institute of Public Administration, New York City; Rev. George Johnson, National Catholic Welfare Conference, Washington; Charles H. Judd, Head, Department of Education, University of Chicago; Thomas Kennedy, Lieutenant Governor, Pennsylvania, and Secretary-Treasurer, United Mine Workers; Miss Katharine F. Lenroot, Chief, Children's Bureau; Arthur B. Moehlman, Editor, The Nation's Schools, Ann Arbor, Michigan; Henry C. Taylor, Director, Farm Foundation, Chicago; T. J. Thomas, President, Valier Coal Co., Chicago; John H. Zink, President, Heat and Power Corporation, Baltimore; and George F. Zook, President, American Council on Education, Washington.

AMOUNTS OF EXISTING AND PROPOSED FEDERAL GRANTS FOR EDUCATIONAL SERVICES (IN THOUSANDS OF DOLLARS)

FISCAL YEAR	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Existing Grants to States							
Vocational education	\$21,785	\$21,785	\$21,785	\$21,785	\$21,785	\$21,785	\$21,785
Vocational rehabilitation	1,983	1,983	1,983	1,983	1,983	1,983	1,983
Land-grant colleges							
Resident instruction	5,030	5,030	5,030	5,030	5,030	5,030	5,030
Agricultural research	6,860	7,477	7,500	7,512	7,525	7,537	7,542
Extension service	17,936	18,333	18,373	18,413	18,453	18,493	18,533
Total existing grants to States	\$53,594	\$54,608	\$54,671	\$54,723	\$54,776	\$54,828	\$54,873
Proposed Grants to States							
General aid to elementary and secondary education	\$40,000	\$60,000	\$80,000	\$100,000	\$120,000	\$140,000	
Improved preparation of teachers	2,000	4,000	6,000	6,000	6,000	6,000	
Construction of school buildings to facilitate district reorganization	20,000	30,000	30,000	30,000	30,000	30,000	
Administration of State departments of education	1,000	1,500	2,000	2,000	2,000	2,000	
Educational services for adults	5,000	10,000	15,000	15,000	15,000	15,000	
Library service for rural areas	2,000	4,000	6,000	6,000	6,000	6,000	
Total proposed grants to States	\$70,000	\$109,500	\$139,000	\$159,000	\$179,000	\$199,000	
Proposed new grants for co-operative educational research, planning, and demonstrations	\$1,250	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000	

Let's Have a Fiesta

By E. J. Whisler

MORE FOREIGN atmosphere for less money than one could find anywhere else" is the way a recently-returned traveler enthused over his trip to Mexico. This is in large measure due to the rate of exchange which, at this writing and for some time past, has been 3.6 to 1, or about 28¢ American money for one Mexican peso. Bearing in mind that in Mexico the peso has about the same purchasing power as has the dollar in this country, the odds are all in favor of the traveler.

Mexico is a land of colorful old-world beauty, studded with architectural gems of an age long past, and opens new and fascinating vistas to the visitor from the United States. For those who seek recreation in a land of

is particularly true of Mexico's west coast, which is as yet unspoiled by modernization. The railroad down the West Coast from Nogales, Arizona, has been in operation such a comparatively few years that the natives do not yet regard the tourist as such, but rather as a welcome guest to be received with unaffected courtesy. Financial exploitation of the tourist is unknown here. Rail travel provides the least difficult and most comfortable way of really seeing Mexico. Interesting car-window impressions greet the traveler every mile of the way; strange and grotesque cactus groups; towering mountains, great stretches of open country, rolling foothills, meandering streams. Little mud huts dotted here and there, with babies tumbling

In the barrancas (gorges) between Mazatlan and Guadalajara, Mexico. Here is some of the most awe-inspiring mountain scenery in the Republic.



novel atmospheres, of quaint native customs, beautiful scenic surroundings, and of a gracious and hospitable people, a tour of the country's west coast offers all of these in profusion.

The metropolis of any country seldom offers a faithful picture of the real life of that country. Its population, its physical form and its customs are too cosmopolitan. Mexico City, both the capital and metropolis of Mexico, with a population of over a million, is a beautiful city, combining an interesting mixture of old and new. From the towers of stately cathedrals, mellow with age and a history going back hundreds of years to the Spanish conquerors, one may see ultra-modern buildings resplendent with chromium and glass. And similar contrasts may be seen in many forms on every hand. It is a city full of charm and interest, and well worthy of an extended visit.

But if one wishes to see the *real* Mexico (and that is the object of most people visiting foreign countries) it is in the smaller towns and hamlets that he will find it. This

before them; dogs—every Mexican home has dogs—puppies, turkeys, and always little burros laden with firewood. Red peppers drying against adobe walls—spots of vivid color. Dark-eyed women peering from the protection of folded rebozos. Men lounging under enormous wide-brimmed hats. Graceful vaqueros riding along. Vast rancheros.

At the railroad station Mexico seeks out the visitor, instead of the reverse, as in most lands. The railroad is still sufficiently novel that the appearance of a train is the signal for a gathering of the entire local populace. All work is dropped, all other occupations forgotten, for the fascinating business of "seeing the train come in." So the traveler may look from his car window or pace the platform while the train pauses, and study at close range the many interesting types which make up the population of this fascinating land.

Among the larger cities touched by the West Coast Route are Hermosillo, premier city of the state of Sonora. The name means "little beauty," and applies with equal aptitude to the distaff side of the city, the

women here being noted for their comeliness. Hermosillo centers a superb fruit-growing region and its interesting public markets teem with such delicacies as figs, pomegranates, dates, oranges, tangerines, freshly cut sugar cane—and roses, which grow everywhere. Its public buildings and parks are also most interesting.

The next city on the route is Guaymas, drowsing on matchless Guaymas Bay. It is a typical Mexican city, where care is forgotten and the days take their placid, languorous course, untroubled by the outside world. Guaymas is famous for its oysters, raised here, and for its deep-sea fishing, being one of the finest spots in the world for

cited goings-on when Hollywood from time to time has moved its stars and cameras there for the making of South Sea movies.

Guadalajara, the last large city on the west coast of Mexico, is the second most important city in the Republic, and famous for its art, music and culture. It is a church-and-flower city. So perfect is its climate that flowers bloom the year 'round and wild birds make it their permanent home. Bells seem to chime continuously. The bells on the 52 churches, rung at irregular intervals, keep the air filled with sweet sound the day through. At Guadalajara is made the bubble glass for which Mexico is famous, and at San Pedro Tlaquepaque, nearby, the intriguing



Native climbing a palm for nuts on the cocoa-nut islands at Mazatlan, Mexico. This is the locale of many of the South Sea Island stories seen in the movies.

the ardent fisherman. It is also popular as a winter resort. A delightful tourist resort hotel at Guaymas offers luxurious American accommodations in the indescribably romantic atmosphere of the land of manana. The hotel has been open only a little over a year and is modern in every respect.

When one reaches Mazatlan, he realizes that Mexico could have nothing greater to offer in the way of charm. Located on a peninsula, a bay on one side, the ocean on the other, and with an almost-perfect semi-tropical climate, Mazatlan provides the ultimate in *dolce far niente*. Again and again, day fades into night, night returns to day and time is forgotten in this quaint city of flower-crowned plazas, and twisty, intriguing streets flanked by balconied houses from which a friendly, smiling people smiles a shy welcome. The palm-bordered shore of this idyllic spot has been the scene of many ex-

pottery, without specimens of which no tourist seems able to return home.

So much for the cities. There is an endless succession of smaller places—towns, hamlets and settlements all along the route. Places like Empalme, Navojoa, San Blas, Culiacan, Tepic, to mention only a few—all well worth seeing.

One of the big thrills of a trip along Mexico's west coast is the ride over the barrancas (gorges) between Mazatlan and Guadalajara. The train climbs 5000 feet through some of the most rugged and magnificent scenery on the American continent. The view from the barrancas is indescribable. From the safe vantage of the train one peers down and down, several thousand sheer feet, to tiny streams at the bottom, and to great ranches and plantations lying far below. Bananas grow down there, and bright fruits, and Mexico's famous tree melons, and acre upon acre of maguey plants.

To enjoy and really understand a foreign country, one must take it in its—not his—stride. It's the old advice of "doing as the Romans do." To understand and appreciate Mexico, one must adopt its habit to "take your time." Particularly in the smaller places, hurry is unknown. Why hurry? There is always tomorrow. Or even the day *after* tomorrow. One cannot rush through the country, notebook in hand, because Mexico is not keyed to tourist bureau demands. "Why visit the pyramids today, *señor*? See, here is my good friend. We three will have a little fiesta. And maybe tomorrow we will go. It is better so." And if you adopt this philosophic view your stay may be a bit longer, but you will have entered the heart of Mexico and you will have learned to relax and let your jaded nerves untangle. Peace will enter your soul and a love of just living such as you have never known before.

You will enjoy the street life. Even here, customs are different. For instance, little boys play at bull fighting, instead of with marbles, though in places good American baseball is becoming popular. Imagine a peddler selling from the same tray real pearls, luscious fruits and live baby alligators! Yet you may see such a sight.

Much of the business we see done in shops at home is itinerant in Mexico. For example, cobblers carry their kits and solicit from house to house. A job secured, they squat in front of the house and do the work then and there.

Want a letter written? On the street corner you will find a time-honored public scribe awaiting your dictation. They function primarily for the benefit of the unlettered natives, acting as amanuensis, business advisor and Cupid, all rolled into one. These scribes are found everywhere. The only concession to modernity is the use of a typewriter instead of pen and ink.

Street vendors are found everywhere, often before a regular store handling the same articles. The merchandise has a wide range, from all kinds of food to articles of personal use such as jewelry, serapes, cigarettes; many kinds of handiwork, and articles for home adornment.

Every Mexican boy seems to have been born with a bootblack's kit in his hand.

A white rag in the window of a Mexican home means that a room is for rent. If the whole house is for rent, a white rag is hung in every window.

No short article, however closely written, could more than suggest the interesting experiences and sights of a trip to Mexico. But if one likes foreign travel, here at our very back door, is a country easily and cheaply accessible that is fascinatingly "different," a land of contrasts, of charm and beauty; a land with archaeological evidences of a civilization antedating recorded history and at the same time presenting a strong modernistic trend; a land of friendly, cultured people.

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"Must We Fight in Asia?"

O. Myking Mehus, Social Science Department
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AS WE READ the newspapers and look at the movies, we are led to wonder concerning the outlook for the future of America. Can we keep our nation out of war or must we fight in Asia? Is war inevitable? Is force after all the inevitable way of settling international disputes? Is our whole Christian religion, founded on principles of love and good will, nothing more than empty words and a pious fraud? Is war as glorious as the jingoists (above the draft age) want us to believe it is? Are we as parents spending all these years in planning and sacrificing for our sons just to have them used as pawns in the war game? Is cannon fodder the destiny of these fine boys, so full of life today? Are our statesmen so impotent that they cannot settle our international difficulties without resorting to war?

These and many other questions besiege our minds as we view the situation in the Orient and in Europe. Advocates of peace and good will, as we are, certain stock arguments are hurled at us. In this article I want to analyze some of these objections which are raised against the proposition of peace and to point out the fallacies in them.

Is it Human Nature to Fight?

One of the arguments most frequently heard is that it is human nature to fight and we cannot change human nature. War, they say, is based on a deep-seated human fighting instinct impossible to change. In this connection, it is significant to note, first, that most of the modern psychologists have repudiated the ancient theory of a fighting instinct. In a questionnaire sent to the 528 members of the American Psychological Association by Dr. John M. Fletcher,¹ the question was asked: "Do you as a psychologist hold that there are present in human nature ineradicable instinctive factors that make war between nations inevitable?" A total of 378 or 70 per cent of the psychologists replied to the question. Of this number, 346 voted no, 10 voted yes, and 22 voted in such a way that their answers could not be classified (Did they purposely make their answers obscure for reasons of self-interest?).

This vote is especially significant as it comes from a scientific body, not swayed presumably by prejudice or personal bias, a body which bases its conclusions on scientific data.

If it were instinctive to fight, it would be hard to understand why so few young men in our country enlisted in the World War in 1917. It is said that only one out of every eighty-seven within the draft age enlisted before he was drafted, and that out of 10,000,000 who were enrolled in the draft,

9,000,000 claimed exemption on one ground or another. If this fighting instinct is so strong that it will prevent us from abolishing war, it seems to have been singularly dormant among American youth in 1917.

The fighting instinct does not seem to have been effective in Europe either, for lies of every kind were resorted to in order to arouse in young men the fighting mood. We remember the lies circulated among the Allies in regard to the Belgian children whose right hands were cut off by German soldiers. We were almost led to believe that this brutal practice was one of their chief sports. And yet when Premier Lloyd George and Ex-Premier Nitti of Italy made a thorough investigation in Belgium, after the war, they could not find a single Belgian child whose hand had been cut off by the Germans, nor could they find a Belgian who had ever seen a child thus mutilated. It was a lie, pure and simple, to arouse the fighting fervor of the Allies. Other freely circulated lies have been vividly told in "Falsehood in War Time" by Ponsonby, a member of the Parliament of Great Britain.²

Nor did the so-called fighting instinct function effectively among the German youths, for it became necessary for German militarists to resort to vicious lies to bolster up the fighting spirit of their soldiery. They were told, for instance, that the Indians in the American army would scalp alive every German soldier who fell into their hands; that the Negroes in the American army carried sharp razors with which they would slash the throats of all the German youths they captured; and finally, that the American doughboys had taken a solemn vow that they would never take a single German prisoner, but that they would kill in cold blood anyone who threw up his hands and cried "Kamerad." Now it is undoubtedly true, as was stated by Private Peat, that throwing up one's hands and yelling "Kamerad" did not always mean the sparing of the German boy's life, but certainly it was a deliberate lie to say that such was the accepted policy of the American army.

The so-called fighting instinct seemed to be singularly absent in the trenches. A psychology professor at the University of Minnesota (when he was in the British army) made it a point to ask the soldiers whether or not they enjoyed fighting. He put this question to hundreds of soldiers and he found only one who said he thought it was fun to fight—and he was a red-headed Irishman!

It is also interesting to note that peace has been preserved between Canada and the United States for over one hundred years undisturbed (to any extent) by this so-called fighting instinct. A frontier of three thou-

sand miles has not been guarded by a single fort nor by a single soldier. The Great Lakes have not had a single gunboat nor a single warship on their waters for over a century, and yet peace has prevailed between the two countries. Nations can live side by side without being led into conflict by any fighting instinct. Wars are not due to any inborn trait in human nature. We must look for their explanation in other causes, augmented often by deliberate falsehood and by unscrupulous propaganda.

Hatred Not Caused by Fighting Instinct

If the French and the Germans in Europe hate each other, it is not because of any fighting instinct, but because that hatred is a part of the training to which they have been subjected. In this country more than 13,000,000 foreign-born residents live together in peace and mutual respect. In the state of New York alone there were in 1930 the following number of foreign-born residents: 629,322 Italians; 481,306 Russians; 250,383 Poles; 349,196 Germans; 293,225 Irishmen; 147,874 Canadians; 146,485 Englishmen; and 142,298 Austrians. No warlike tendencies were manifested among these various groups. Hatred and strife, wherever they are, are due to deliberate propaganda and not to any so-called fighting instinct.

Since it is clear that there is no fighting instinct, which is the cause of wars, it is hardly necessary to dwell on the point that human nature cannot be changed. Accord-

ing to Behavioristic psychology this thing we call human nature is built up out of the habits we inculcate in infants and in young children. We can make our children warlike or peaceloving. We need no longer fear that this "bogey-man," the fighting instinct, will dominate them. Our duty is to train them in the ways of peace in the home, in the school, and in the church.

The "We've Always Had War" Argument

Another favorite argument of those who say that war is inevitable is that we have always had wars and therefore, we shall always have wars. In the first place, the truth of the first statement is very doubtful. Anthropologists maintain that in the distant past primitive people did not carry on war against one another, but cooperated for mutual protection against the wild animals. It is true, however, that wars have been with us for a long, long time. This does not necessarily mean that we must continue to have them. Other evils which have been rooted just as deeply in human thinking as war, have been abolished and are now no longer tolerated.

Human slavery was undoubtedly just as ancient an institution as war, and yet we find that it has been eliminated in practically all parts of the civilized world, and today we are horrified when we read that there yet remains a trace of it in Ethiopia and in the interior of Africa. It is interesting to note that slavery has been defended by Christian gentlemen even as war has been defended. In our own country before

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the Civil War certain groups of the Christian clergy argued that slavery was a divine institution ordained by God Himself. Today such a statement seems sacrilegious.

The inferior position that has been allotted to women dates back thousands of years and has, through the ages, received the sanction of church and state. In the Middle Ages certain church leaders even debated the question as to whether or not woman had a soul. One of our leading Women's Colleges in America was founded by a woman because she heard a man facetiously declare that woman did not have brains enough to learn the alphabet. And even as late as 1915 there was tremendous opposition against giving the women the ballot. All these deep-seated prejudices have been removed, and today women are treated with respect and consideration, and all the walks of life are open to them.

Witch burning is another evil that has been abolished. Dueling is a thing of the past. Piracy no longer exists and religious wars have ceased. These are all evils which were just as firmly entrenched in human thinking as war is today, and they have all been discarded. What is to hinder us from discarding war, as well, if we are determined to do it?

How Can War Make a Nation Strong?

A third argument that is sometimes heard is that war is necessary in order to make a nation strong and virile. This is indeed a spacious argument. How can war make a nation strong? How does killing of the best young men, the strongest and healthiest, develop a nation? In what way did killing 10,000,000 of the finest young men in Europe make any of those nations stronger? What would we think of a farmer who took his herd of 100 cattle and shot down the ten best in order to improve the herd? Would we not justly think that he was a fit candidate for the Insane Asylum? What then shall we think of supposedly rational human beings who argue that the way to keep a nation strong is to have war.

Sweden has not had a war for a hundred years, yet her young men are as strong and robust as can be found anywhere. Does anyone seriously believe that the young manhood in Denmark would degenerate if she abolished her army as she is thinking of doing? Biologists tell us that it is the struggle against the environment and not against other human beings that makes a nation strong. Unquestionably one of the main reasons for the fall of Rome was that continual warfare had depleted her population of virile men. We can almost hear the Roman recruiting officer say to the weaklings: "You are not good enough to be a Roman soldier; stay at home and be a Roman father."

War Does Not Settle Moral Issues

Then we are told by those who defend the war system that wars are necessary because they settle moral issues. This is indeed difficult to understand. How can the butchering of human beings ever settle a question

of right and wrong? No nation ever won a war because it was in the right—war is always won by a nation that has the greatest strength, the strongest man power, the most extensive supplies, the best resources, and the most lasting morale.

The Civil War was won by the North, not because the North was in the right and the South was in the wrong, but because the North had the better resources and the greater number of men. We are told that the Civil War was justified because it freed the slaves. Historians say that it was a monstrous blunder and could have been avoided. They point to the fact that there was a growing sentiment in the South against slavery and that by 1890 the Negroes would undoubtedly have been freed without any war and without the bitterness that was engendered by the Reconstruction Period. Other nations have freed their slaves and serfs without resorting to war.

Many believed that the last war would bring about a new heaven on earth. Instead we had a moral slump in every country touched by the war. Enormous profiteering took place during the war. How many of the profiteers were punished? The "American Legion Weekly" carried a series of six articles on "Who got the Money?" by Marquis James in its issues from September 8, to October 13, 1922, inclusive, in which many of the worst profiteers were exposed. Names, facts and figures were given, but public opinion had been lulled to sleep by the war and the exposure bore no fruits. When the main business of a nation is to kill human beings, it is not surprising that we do not become wrought up over such minor sins as stealing and fraud. The last war paralyzed the moral consciousness of the American people as nothing else could have done. Political corruption such as we had never dreamed of followed it. Thousands of ministers have declared, "I never expect to bless another war," and that the Federal Council of Churches said, "The war system of the nations is the outstanding evil of present-day civilization. It is the most ominous anti-Christian phase of modern life."

Truth About War Needed

If we are to eliminate war, we must begin to tell the truth about it. As a State Senator in Missouri recently said, "We must realize that killing in war is murder. When we begin to realize that, wars will be abolished." We must tell the plain unvarnished truth. We need to read books such as "All Quiet on the Western Front," by Remarque; "The Inexcusable Lie," by Private Peat; "National Defense," by Kirby Page; "War Myth in the United States History," by Hamlin; "Journey's End," by Sherriff; "The Horror of It," by Barber; "Paths of Glory," by Leslie Howard; "Between War and Peace," by Florence Brewer Boeckel; "Zaharoff—High Priest of War," by Guiles Davenport; "Iron, Blood, and Profits," by George Seldes; "Cry Havoc," by Beverley Nichols; "Merchants of Death," by H. C. Engelbrecht; "War is a Racket," by Smedley Butler; and "One Hun-

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dred Poems of Peace" by Clark and Garrison.⁴

We must remove the glory and glamour from war and point out its horror and its futility.

In a brilliant Armistice Day sermon preached November 12, 1933, Harry Emerson Fosdick says:

"Where does all this talk about the glory of war come from, anyway?

"Charge, Chester, charge! On, Stanley, on!" were the last words of Marmion.

"That is Sir Walter Scott. Did he ever see war? Never.

How can man die better
Than facing fearful odds,
For the ashes of his fathers
And the Temples of his gods?

"That is Macaulay. Did he ever see war?

He was never near one.

Stormed at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell

Rode the six hundred

"That is Tennyson. Did he ever see war? I should say not. That is where the glory of war comes from. We have heard very little about it from the real soldiers of this last war. We have had from them the appalling opposite. They say what George Washington said it is, "The shame of mankind." The glory of war comes from poets,

preachers, orators, the writers of martial music, statesmen preparing flowery proclamations for the people, who dress up war for other men to fight. They do not go to the trenches. They do not go over the top again and again and again."

We were told that the last war was a "war to end war;" that was the ideal for which our boys offered their lives. Dying they left a charge to us:

"Take up our quarrel with the foe.
To you, from falling hands we throw
the torch, be yours to hold it high;
If ye break faith with us who die,
We shall not sleep, though poppies grow
in Flanders field."

That foe was not Germany. It was war and its horrors. To what extent are we holding high the torch that will bring about better understanding between nations? To what extent are we exterminating the seed that may develop hate and jealousy between nations? Are we still teaching the old nationalistic doctrine of "My Country right or wrong?" Or are we inculcating into the minds of young children the Christian doctrine of "Humanity First?" Are we stressing the motto of University and College Cosmopolitan Clubs— "Above all Nations is Humanity?" Do we believe with the National Education Association that "war is an outgrown barbarism which should be rejected by civilized nations?"

Art as a Thrill--Not a Frill

Mary Howard Hix

THIS IS WRITTEN primarily for Mr. Average Man who has always firmly believed that teaching Art in a public high school is a frill and a decided waste of the hard working tax payers' money. Anyone else reading this is invited to keep right on if they like true stories with a happy ending.

Yesterday we celebrated our holiday, in the honor of The Father of Our Country, by a trip to the city. During the course of the day, I ran across a very good looking young man and thereby hangs this tale.

The young man stopped me on the street, stuck out his hand, and suddenly, realizing who he was, my mind did a trick of flashing back across the years as they do in the movies.

It was four years ago and my first day of teaching art in the high school at Lexington, Missouri; I was performing my first duty, calling the roll. This task in your school may be simply a matter of Tom Smith, Mary Brown, Sam Jones, but in a coal mining town such as ours the roll becomes a wonderful jumble of as many as a dozen nationalities. Many are the embarrassing moments I have spent trying not to hurt someone's feelings by mispronouncing his name. This first day I was feeling quite proud as I finished the girls' names without faltering and on down the list of boys' until there it had come at last, one I was quite unequal to,

Linnaeus Henseveldt. I made a stab at it and was cheerfully assisted by its obvious owner, a rangy lad in overalls with a nearly worn out box of water colors in his hand.

I took an interest in him from the first, because he succeeded in doing good work with hardly half the materials the other students could afford to buy. I found that he was the oldest child in a family of eleven children, all girls except himself and a baby brother, born to a Swedish mother and a Dutch father. The father was gifted as a cabinet maker, but during the depression no one seemed to need his services, and he was just able to keep the family together by doing odd jobs.

One day I was in the school office with some pen and ink drawings in my hand when the principal asked to look at them. He chose the one he liked best and then a look of complete amazement spread over his face. "Don't tell me Linnaeus did this. Wait until I show this to one of his teachers who is always complaining that he can't do a single thing and should be made to drop out of school."

I can imagine her scornful glance at the drawing and a retort something to the effect that it might be pretty good but she wondered how much bread and butter it would buy when he was out of school.

In the spring the class spent some time in designing a surface pattern, and finally the

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day came when they were to bring tempera paint to work out their color schemes. Linnaeus had nothing but his same box of water colors now practically empty except for half a pan of black. Without even glancing with envy at the many new jars of paint belonging to the students around him he looked up with a smile and said, "Miss Hix, I think I could make a pretty good one just in black and white, don't you?" I did.

He graduated that year and set out to seek his fortune getting a job tending the lawns on a large estate near Kansas City. Whenever he had the opportunity, he would go into the city and go from store to store, office to office hunting a job. One day he found himself in the Art Department of Mrs. Stover's. After a bit of persuasion from them they allowed him to make a poster. They liked it. He had a new job.

The next September I found his oldest sister in my art class and learned from her how happy Linneaus was in his work. He received a raise very soon and then another that same year. The following year the second sister entered my class and I learned he had received his third then his fourth and fifth advancement and by now the older sister was in the city with him and he was sending her to a secretarial school.

Yesterday I met him in the city and learned he had just been made manager of the entire department.

A Speech and Reading Clinic

By Dean Vest C. Myers and Professor Upton Palmer, Southeast Missouri State Teachers College, Cape Girardeau, Mo.

The Improvement of Reading

It is claimed that the average pupil in the public school is expected to read fifteen times as much printed material today as he read in the year 1900. Of the multiplication of books, magazines, and newspapers there is no end, but the alarming fact is that so many children and young people who have finished the elementary or even the high school are unable to read understandingly.

While the Southeast Missouri State Teachers College has for sometime recognized the significance of this problem, it has only recently inaugurated a program by which teachers in training may be taught to scientifically diagnose reading difficulties and provide corrective and remedial treatment.

Preliminary work is now under way for the development of a course in the prevention, diagnosis, and correction of reading difficulties. This course will be offered for the first time in the summer term of 1938 and will be open to senior college students by special permission of the instructor.

Clinical practice will involve the use of the Telebinocular, the Ophthalm-O-Graph and the Metron-O-Scope. Special studies of the rec-

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ognition span, eye-voice span, regression movements, and fixations will be made. The course will consist of lectures, laboratory work, and correlated readings.

Diagnostic and remedial work in reading is now being carried on in the College Training School by Dr. Anna Burns. Dr. Burns has already made photographs of the eye movements of more than two hundred pupils. This work will be continued and will be closely related to the course offered.

Speech Correction

Parallel with the work in Reading is the program of Speech Correction. A speech laboratory equipped with instruments for examining the organs of speech, for recording speech, and for testing hearing acuity and pitch discrimination has been installed. A course in speech correction is offered each term. This course is open to senior college students who have the prerequisite courses. The textbook used is "The Rehabilitation of Speech," by West, Kennedy, and Carr.

A speech survey of the College Training Schools made by the students has led to the discovery of a number of defective speakers. A remedial program to meet individual needs has been planned for each case. Students assist in the diagnoses and treatment.

The services of the speech and reading clinic are available to the schools throughout the service area of the College. Saturday appointments may be made by teachers who have pupils that may be in need of special attention.

Kirksville's President To Be Inaugurated May 19

THE INDUCTION into office of Walter H. Ryle as the seventh president of the Northeast Missouri State Teachers College together with dedicatory ceremonies at the laying of the corner stone of the new Baldwin Hall now being constructed on the college campus, are to take place in Kirksville on May 19.

Dr. Ryle was appointed to the presidency of the college following the death of President Eugene Fair in August, 1937, and has been serving during the present school year. He carries on a long tradition of presidents trained in service on the campus. John R. Kirk, president of the institution from 1899-1925, was the pupil of Joseph Baldwin, founder of the Old Normal School. Dr. Kirk's pupil, Dr. Eugene Fair, succeeded him to the presidency in 1925. Dr. Ryle was a pupil of both Fair and Kirk. He later was a faculty member for nine years under President Fair, at the same time serving as a colleague of Kirk, then president emeritus.

President Ryle was graduated from the Teachers College with a 90-hour diploma in 1916 and received his Bachelor of Science degree in 1919. He held administrative positions in Clifton Hill, Holden and Palmyra. After receiving his Master's degree at George Peabody College in 1928 and his doctorate in 1930, he came to the faculty of the Teachers College as a member of the social sci-

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ence department. He had also done graduate work at Chicago and Wisconsin universities.

Besides performing his classroom duties, President Ryle has written three books. They are "Missouri-Union or Secession," "Geography of Missouri," and the third now at the printer's, "Our Story of Missouri."

Dr. Ryle is a member of Kappa Delta Pi and Pi Kappa Delta, honor fraternities, the Rotary Club, Masonic Lodge, the American Legion, the American Historical Society, the Mississippi Valley Historical Society, and the National Education Association. He is a colonel on the staff of Governor Lloyd C. Stark.

The inaugural program is to take place in Kirk Auditorium at 10 o'clock on the morning of May 19. President S. C. Garrison of George Peabody College, Nashville, Tennessee, is to deliver the address on "The Teachers College in Modern Education." President Ryle is an alumnus of Peabody. Immediately preceding his induction into office by Judge James A. Cooley, president of the Board of Regents of the Teachers College, President Ryle will deliver his inaugural address on "The Place of the Teachers College in a Democracy."

Following the inaugural ceremonies the audience will adjourn to the site of the new \$200,000 Baldwin Hall, administration-arts building now being erected on the campus. The new building is to take the place of Old Baldwin Hall, the first Teachers College building in the State, which was burned in 1924. A \$100,000 addition is also being added this year to the Ophelia Parrish Demonstration School.

Lloyd C. Stark, governor of Missouri, will speak at the corner-stone ceremonies for the new building and senators and representatives of the Northeast Missouri State Teachers College District have been invited to be present at the dedicatory exercises.

Other guests at both the inaugural and dedicatory ceremonies are to be representatives of schools belonging to the North Central Association of Colleges, and from other educational institutions, various school men of the state, members of President Ryle's graduating class of 1916 and others of his personal friends.

Members of the graduating class of 1916 are to be President Ryle's guests at luncheon, held in conjunction with the Kiwanis and Rotary Clubs of Kirksville.

The spring term convocation for graduating seniors of the Teachers College is to be held in the afternoon at 2 o'clock in the College auditorium. Rabbi Ferdinand Isserman, Temple Israel, St. Louis, is to address the graduates on the subject "Of the People, by the People, and for the People."

G. E. Dille, president of Dr. Ryle's class of 1916 and now superintendent of the Maplewood Schools, is to be toastmaster at a banquet for the day's guests at 6 o'clock. The Honorable John R. Murdock, congressman from Arizona and an alumnus of the Class of 1914 and fellow school mate of President Ryle, is to be the banquet speaker.

A reception and ball for the President and guests will close the day's program.

Two suggestions to the teacher about to get a Loan

You think you need a loan? Don't get it unless you must. Before you borrow, make sure that a loan will help you out of your difficulty, not get you in deeper.

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THROUGH all the long hundred years' record of the St. Louis Public Schools runs a most serious tone. The very inception of the schools was such a gigantic task that their actual accomplishment should have been marked with joyful recognition; but new and insistent matters just as weighty left no time for needlessly wordy reports. Decisions of what should be taught could not lightly be arrived at; what should not be taught must be decided too. Who could teach; who could not teach? Which books could be used; which could not be used? Question after question, year after year, from deciding about the very air the children breathed in the schoolroom to what to do about the boys who left high school to fight in the World War pressed upon these many men of school affairs. The proceedings are indeed solemn reading; even in the moments of satisfaction when a good job well done is recorded, there was always another to be undertaken. Ever-changing methods, newer textbooks, an expanding curriculum, a mushroom growth in population, awakening interest in schooling, more erudite theories of education, disorganization of society at various war times, depressions, pan-

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L. Gifford

ics, retrenchment programs, matters of health and care for the handicapped, epidemics, tornadoes, and emergency relief activities—everything connected in any way with the welfare of the community as it affected the children is reflected in these annals of our schools.

Only once is there a fairly gay and joyful note. Like a little poem, debonair in the grave company it was keeping, stands an item that the Superintendent wrote in his report to his Board of Education in 1854:

"It has been customary for each school, in the month of May, to take a day for an excursion into the country, or go 'a-Maying' as they call it. This is all right, and the healthy, refreshing air of the country, its shady groves, its green fields and meadows, enamelled with flowers, its quiet waters, its gaudy winged insects, and its warbling birds, are new scenes and interesting objects, that charm by their beauty and novelty, the children of the noisy, dusty city."

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NEWS NOTES

MISS MARY ENGLAND DIES

Miss Mary England, age fifty-three, prominent educator and lecturer, died at Montgomery, Alabama, on March 15. Interment took place at Deepwater, Missouri, her former home.

Miss England was a graduate of the high School at Deepwater, the Central Missouri State Teachers College and the University of Missouri. Her teaching experience consisted of teaching in the schools of her home town, Westboro, and Powersville in Missouri, in Vanita, Oklahoma, and the Teachers College at Warrensburg. During the past fifteen years she had been in educational work in Alabama; ten of these years she served as a member of the staff of the State Department of Education.

She was a popular lecturer on educational subjects and has appeared on many state, district and county association programs in Missouri. Several years ago she was the feature speaker at a county superintendents' short course held at the University of Missouri.

FACTORY PROJECT

The following suggestive and interesting item comes from Albert E. Marien, Commercial Teacher of Mine La Motte.

The Mine La Motte High School installed a commercial department this year. There is nothing so remarkable in that fact alone; but, after only a few months' practice, the students began to stencil and mimeograph the Fredericktown Shoe Factory Paper which is issued once a month. The school is making a success of the undertaking.

During the last quarter of the school year once a week a typing student is sent to the shoe factory office to work and gain practical experience. The interest of the factory officials is commendable. This project would be a good thing for other commercial departments in the state to try. It works fine for Mine La Motte and has proven to be quite a boost for the school.

THIRD ANNUAL PLATTE COUNTY ACHIEVEMENT DAY

To County Superintendent J. E. Herndon of Platte County the Platte City "Landmark" gives praise for the good school work exhibited recently in the County's Third Annual Achievement Day. The "Landmark" says—

"Well may the teachers of the exhibiting schools feel a high degree of satisfactory pride over the splendid exhibits. The new methods of teaching, the broadening of schoolroom activities, the careful and apt products of the later day schools were well and illuminatingly demonstrated. Something more than A B C or the three Rs are evidently being instilled into the minds and taught the hands

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of students of today, as exemplified by the booth displayers.

"No prizes were offered in the booth division of Achievement Day, which makes it all the more creditable to teachers and pupils that this year there were more such displays and better displays than in any previous Achievement Day and we are informed the quality of the exhibits exceeded by far last year's efforts. There were only six schools in the county that did not take part in the exhibits.

"The literary and musical programs were held in the high school auditorium and it is estimated that the attendance was 2000 people."

MR. ELZEA TWICE HONORED

At the National Meeting of School Administrators at Atlantic City A. F. Elsea, State Supervisor of Rural Schools, was re-elected Secretary of the National Conference of State Pupils Reading Circles. He was also elected a member of the Executive Committee for a five-year period of the Department of Rural Education of the National Education Association.

Glenn Woodruff, formerly vocational agriculture instructor in the Kirksville High School, has been appointed to a position with the State Department of Education by State Superintendent King. Mr. Woodruff will serve as an assistant supervisor of vocational agriculture.

A. A. Moore, former principal of the Marion High School, has been elected superintendent of public schools at Callao to fill out the unexpired term of John A. Rauh, who had resigned to become principal of the Brookfield Junior High School.

BOOK REVIEWS

MACMILLAN'S MODERN DICTIONARY.

Pages 1466. Published by The Macmillan Company. Price \$3.00. Thumb Indexed \$3.50.

Several features of this book appeal to one who has practical use for a dictionary of convenient desk size. Among them are its lightness determined by the quality of paper which is thin but opaque, its freedom from pictures which serve no useful purpose in a dictionary the clear succinct definitions and the absence of appendices. The book contains more than 100,000 words and phrases defined, phonetically marked and printed in large distinct type. Biographical, geographical, foreign phrases, abbreviations, etc., are listed alphabetically in the text along with words, thus the convenience of ready finding. A random comparison indicates that this dictionary contains all the words found in another good dictionary and perhaps 30% more not found in the other.

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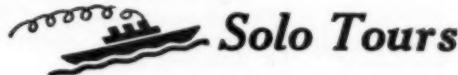
DALLAS

EXPERIENCE AND EDUCATION
By John Dewey. Pages 116. Published by The
Macmillan Company. Price \$1.25.

Doctor Dewey makes an analysis of "traditional" and "progressive" education. He sees the dangers of both, the rigid regimentation of the former with its neglect of the nature and interests of the child and the incoherent spontaneity of the latter with its nonchalant disregard of plan and discipline. He seeks to bring about no compromise between schools but emphasizes the necessity of a new order of conceptions arrived at by a scientific study of the problem without prejudice engendered by any "ism" about education. Principles should be developed positively and not determined negatively against some opposing "ism." He takes for granted education must be based on the actual life-experience of the individual, that the educational system must move either toward the standards of a pre-scientific age or toward a utilization of scientific method. The danger which attends the latter movement is that it may be conceived as an easy road when in fact it is the more difficult. His emphasis on a sound philosophy of experience comes from his sense of need for education pure and simple without any qualifying adjectives such as "progressive," "traditional," or "essential." Our problem is to find "just what conditions have to be satisfied in order that education may be a reality and not a name or a slogan."

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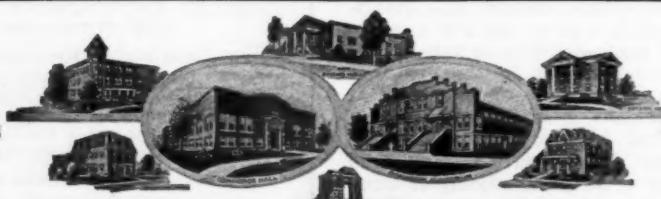
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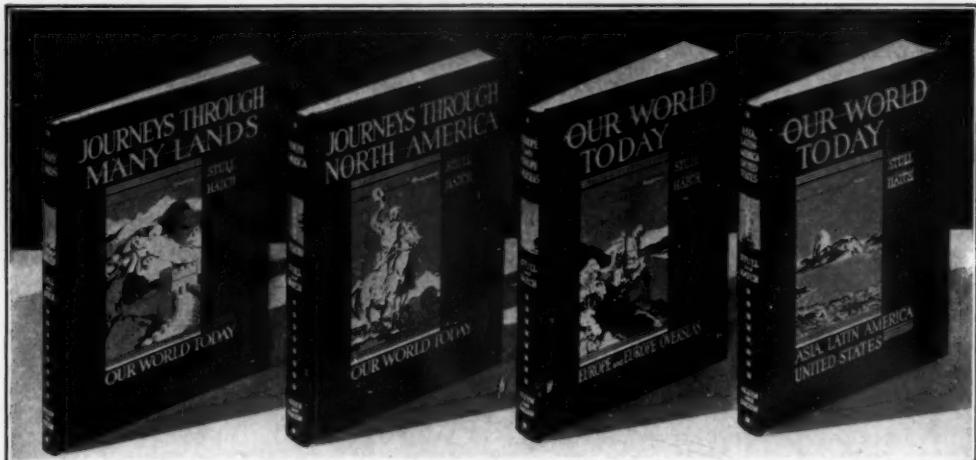
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